National Library
of Canada

Acquisitions and
Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale
du Canada

Direction des acquisitions et
des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file Votre référence

Our file Notre référence

NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30, and subsequent amendments.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30, et ses amendements subséquents.

Canada

UNIVERSITY OF ALBERTA

PRACTICUM EXPERIENCES AND THE DEVELOPMENT OF TEACHING PERSPECTIVES OF STUDENT TEACHERS IN THAILAND

BY

WATANA SUWANNATRAI

C

A thesis submitted to the Faculty of Graduate Studies
and Research in partial fulfillment of the requirements
for the degree of DOCTOR OF PHILOSOPHY

DEPARTMENT OF ELEMENTARY EDUCATION

EDMONTON, ALBERTA
FALL 1993

National Library
of Canada

Acquisitions and
Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale
du Canada

Direction des acquisitions et
des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file Votre référence

Our file Notre référence

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315-88114-3

Canada

UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR: Watana Suwannatrai

TITLE OF THESIS: Practicum Experiences and the Development of Teaching Perspectives of Student Teachers in Thailand

DEGREE: Doctor of Philosophy

YEAR THIS DEGREE GRANTED: 1933

Permission is hereby granted to the University of Alberta Library to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves all other publication and other rights in association with the copyright in the thesis, and except as hereinbefore provided neither the thesis nor any substantial portion thereof may be printed or otherwise reproduced in any material form whatever without the author's prior written permission.

W. Suwannatrai

1262/1 Chareonmuang Soi 7
Sakon Nakhon, Thailand
47000

July 29,1993

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled PRACTICUM EXPERIENCES AND THE DEVELOPMENT OF TEACHING PERSPECTIVES OF STUDENT TEACHERS IN THAILAND here submitted by WATANA SUWANNATRAI in partial fulfillment of the requirements for the degree of DOCTOR OF PHILOSOPHY

R.K.Jackson

M.Horowitz

D.J.Clandinin

R.A.B.McKay

W.D.Samiroden

P.P.Grimmett

July 28, 1993

DEDICATION

To the memory of my father who taught me
to strive for the best

and

To my mother who has always believed in me.

ABSTRACT

The purpose of this study was to investigate the development of teaching perspectives of student teachers in a teacher education program in Thailand as they engage in the final phase of the practicum. The definition of "teaching perspectives" as articulated by Becker and his colleagues (1961) was used to guide the study, thus, student teachers' beliefs about teaching and their actual teaching actions were examined. Three student teachers who were majoring in Educational Psychology and Guidance in the secondary teacher education program and their cooperating teachers were the participants of the study over a period of sixteen weeks.

The fieldwork and analysis of data were guided by the basic principles of Personal Construct Theory (Kelly, 1955), language as a means of world representation (Britton, 1970) and qualitative inquiry. Various methodologies were employed, including repertory grid conversations, written self-characterization, interviews, classroom observations, and journals. By taking the constructivist stance both the researcher and participants actively engaged in constructing meaning throughout the inquiry.

The student teachers entered the practicum with their own personal theories of teaching. They indicated significant components of the process of teaching, including "students", "teachers", "learning activities", and "classroom climate". Through the process of gathering and analyzing data, six themes emerged from the preservice teachers' teaching perspectives which developed as they experienced the practicum. Teaching was perceived as: entering the worlds of children; adjusting to reality;

maintaining class control; and incorporating transmission with interaction. In addition teaching was also regarded as a process of learning and reflected multiple metaphors. Factors contributing to the development of teaching perspectives included experience in the practicum, self-evaluation, selective role-modelling, and teacher education courses. The practicum experiences tended to play a significant role in clarification and modification of teaching perspectives.

The study concludes with five implications for teacher education in Thailand. These recommendations include facilitating professional development through purposeful practicum experiences, promoting reflective practice in a teacher education program, creating collaborative partnerships as opportunities for continually learning amongst novice and experienced teachers, educating a teacher to become a "Kallayanamittr" for Thai society, and reflecting upon the use of qualitative research in teacher education.

ACKNOWLEDGEMENTS

I would like to acknowledge my indebtedness to the many people who made the completion of this study possible. To each and everyone of them I extend my sincere appreciation.

My sincere gratitude and heartful thanks to Dr. Bob Jackson, my program advisor and my supervisor, for his support and encouragement. He is a "Kallayanamittr" who upheld the spirits of a frustrated, depressed, and sometimes disappointed foreign student throughout this program.

I am also grateful to the supervisory committee, Dr. Myer Horowitz and Dr. Jean Clandinin, for their assistance, considerable feedback, encouragement, and valuable suggestions.

My special thanks go to Dr. Roberta MacKay and Dr. Wallie Samiroden, my committee members, for their assistance and thoughtful comments. I extend my sincere appreciation for their contribution to this study.

Appreciation is also extended to Dr. Peter Grimmett for consenting to act as my external examiner. Thank you for your intellectual comments and suggestions.

Special thanks to Kanchana, Ployporn, Tichanan, Laksanawadee, and Sakchai, the student teachers who were willing to share their experiences and time with me. They contributed significantly to this study.

A special word of thanks to my husband, Yoowa, for his love and understanding, and for his continual support and patience throughout the years that I was away from home.

To my sons, Ratiwat, Ratchawit, and especially my eight-year-old daughter, Kanyamaat, who always wanted to show her classmates that she has a mother, a special love and thank-you for endurance and understanding.

Many thanks are due to my brothers and sisters for their love and support, especially Wanida for her generosity.

I wish to express my appreciation to many of my friends, Ji-sook Yeom, John Kiruhia, Suvit Pichayasathit, Nophanet Dhamborvorn, Tipawan and Sangop Prasertphan, Chayaporn and Chamnan Wattanasiri, Noy and Craig Stevaux, and many others for their continual friendship and encouragement.

To Arlene Davies-Fuhr, who was always willing to read and provide positive support, a special thank.

Acknowledgement and thanks are expressed to the director and staff of the school for their friendship and assistance during my research.

The Department of Elementary Education is to be thanked for providing "space" which enabled me to construct meaning for myself throughout the program. Special thanks to the staff for their kindness and friendly smiles, especially to Shirley Culic for her friendly assistance.

TABLE OF CONTENTS

Abstract

Acknowledgements

Chapter I: Overview of the Study **1**

My Personal Experiences in the Practicum Context 1
The Practicum in Teacher Education 7
Purpose of the Study 10
Significance of the Study 10

Chapter II: Studies of the Practicum Experiences and Student Teachers' Teaching Perspectives **13**

Prior Beliefs and Learning to Teach 14
The Development of Teaching Perspectives of Student Teachers 17
Obstacles to Student Teacher Learning 21
The Practicum Component in Teacher Education in Thailand 25

Preservice Teacher Education 26
The Practicum Component in Teacher Education Programs 27
Studies of the Practicum Experiences in Preservice Teacher Education 31

Summary 34

Chapter III: Constructivism: A Theoretical Framework for the Inquiry **39**

Personal Construct Theory: A Basic View on Human Behaviour 40
Language: A means of Representation of Experience 44
Summary 46

Chapter IV: Research Procedures **48**

Constructivism and Research Orientation 48

Research Procedures 51
Gaining Entry and Establishing Rapport 51
Selection of Participants 53

Data Collection 56
Repertory Grid Conversation 56
Interviews 58
Self-Characterization 60
Classroom Observation 61
Journals 62

Analysis of Data 64
Data Analysis in the Field 64
Analysis of Self-Characterization 66
Content Analysis: Developing Categories 67
Case Studies 68

Triangulation 69

Summary 70

Chapter V: The Three Student Teachers 72

Kanchana 73

Kanchana's Early Life 73
As a Student Teacher 74
Kanchana the Person 75
The Teacher I Want to be 76
Conceptions of Teaching prior to the Practicum 78

Element I: Classroom Activities as a Vehicle for Learning 78
Element II: A Teacher as a Person who Helps Students Learn 79
Element III: A Classroom where Students Learn 80

Experiencing the Practicum 81
Goals and Expectations 81
Teaching in the First Few Weeks 82
Concerns about the Practicum 83

Perspectives towards Teaching upon Completion of the Practicum 86

Element I: Teachers Makes a Difference 86
Element II: Students are Important 88
Element III: A Classroom Where Students Learn 89

Kanchana: Summary 90

Ployporn 91

Ployporn's Early Life 91
Teaching: Not a Life-Long Dream 92
Experiencing Teachers' College 93
Ployporn the Person 94
The Teacher I Want to Be 96
Conceptions of Teaching prior to the Practicum 97

Element I: A Teacher Who Teaches Well 98
Element II: Students and Their Readiness to Learn 99
Element III: A Classroom is a Place Where Students Learn 99

Experiencing the Practicum 101

Goals and Expectations 101
Reflections on the First Few Weeks 102
Concerns about the Practicum 103

Perspectives towards Teaching upon Completion of the Practicum 104

Element I: Teaching as an Interaction between Students and a Teacher 105
Element II: A Classroom and a Good Learning Climate 107

Ployporn: Summary 108

Tichanan 109

Tichanan's Early Life 109
To the Teacher Training Institution 110
Tichanan the Person 111
The Teacher I Want to be 112
Conceptions of Teaching prior to the Practicum 113

Element I: Students 113
Element II: Teachers 114
Element III: Class Activities 115
Element IV: A Classroom 115

Experiencing the Practicum 116

Expectations 116
Teaching in the First Few Weeks 117
Concerns about the Practicum 118

Perspectives towards Teaching upon Completion of the Practicum 120

Element I: A teacher 121
Element II: Students 122
Element III: Class Activities 123
Element IV: A Classroom 124

Tichanan: Summary 125

Summary 126

Chapter VI: Perspectives towards Teaching 128

Theme One - Entering the Worlds of Children 129
Theme Two - Adjusting to Reality 136
Theme Three - Maintaining Class Control 141
Theme Four - Incorporating Transmission with Interaction 151
Theme Five - Teaching as Learning 161
Theme Six - Teaching as a Multiple Metaphor 168

Summary 178

Chapter VII: Elements Contributing to the Development of Teaching Perspectives in the Practicum 181

Experience in the Practicum 182
Self-Evaluation 192
Selective Role-Modelling 200
Teacher Education Courses 203

Summary 206

Chapter VIII: Summary and Implications **208**

Summary **209**

What are the Student Teachers' Conceptions of Teaching Before the Practicum? 209

What are the Student Teachers' Teaching Perspectives that Develop as They Engage in the Practicum? 213

What are the Factors Contributing to the Development of Teaching Perspectives? 225

What are the Similarities and the Differences in the Perspectives towards Teaching amongst the Individual Student Teachers? 231

Implications **234**

Professional Development through Purposeful Practicum Experiences 235

Promoting Reflective Practice in a Teacher Education Program 242

Collaborative Partnerships as Opportunities for Continual Learning amongst Novice and Experienced Teachers 252

Teacher as a "Kallayanamittr" in Thai Society 256

Qualitative Research in Teacher Education in Thailand 258

Concluding Statement **260**

References 262

CHAPTER I

OVERVIEW OF THE STUDY

> ...inventing is finding. Forming is discovery. As I actualize, I uncover. I lead the form across- into the world of It.
>
> (Martin Buber, 1970, p.61)

My Personal Experiences in the Practicum Context

Those of us who once experienced student teaching may have numerous memories varying from suffering to happiness, and from failure to success. Some of us perceive the practicum as a time to apply knowledge, techniques, and skills in teaching learned at the college to the reality of life in the classroom. For others, the practicum experience may be regarded as an opportunity to follow the demands of cooperating teachers and to learn the routines of teaching. Perhaps, a few of us may have attempted to merely survive the period of the practicum.

My first field experience began when I was in my second year at a teacher training school in the northeastern part of Thailand. After I finished Mathayom Suksa 3 (grade 10), I passed the entrance examination and was accepted into a two-year program for a certificate in education. Due to the fact that I was in the very first group of student teachers who experienced student teaching at that particular institution, the practicum was a new phenomenon for both the student teachers and cooperating teachers in the school. Only a few of the cooperating teachers had experienced student teaching when they were in teachers' college. I remember trying to survive day by day until the

end of the first month in the school. However, the grade two students were excited to have a student teacher in their classroom and to know another teacher for the first time. Unfortunately, the time I spent in the school was too short because I had to finish my student teaching within six weeks before the actual practicum ended. I was selected to be an exchange student to spend a year in a high school in the U.S.A. I had to leave the country and, thus, I left the practicum and the teacher training institution. Therefore, my experience in the field was restricted to learning about the teaching profession. Teaching for me was simply following teachers' manuals and curriculum guides. Classroom management was a major concern for me. I was pleased if my teaching went smoothly and if I could complete the planned lesson.

I entered the teaching profession after being educated in a teacher education institution for two years. I was assigned to teach Prathom 5-7 (grades 5-7) and Thai and English were my designated subjects. As a first-year teacher, I found that the experienced teachers who served as my mentors were very helpful and supportive. I observed them teaching their classes and discussed teaching problems with them. Also, I often found myself trying to follow some of the teachers I had had in my past twelve years of schooling. I selected role models and created my own teaching style for the two subjects that I taught. Consequently, I learned to manage my early teaching tasks well.

However, after two years of teaching, with a strong desire to learn and grow professionally in the career I had chosen, I decided to enter the College of Education in Bangkok to pursue a degree in Elementary Education. During my second year in this institution, I experienced a sixteen-week student teaching session. My second practicum

broadened my conceptions of a teacher and provided a clearer understanding of young children who attended this particular elementary school. I taught Thai and English to Prathom 5 (grade 5) and was under close supervision from both my cooperating teacher and college supervisor. The many roles I assumed, including teaching classes, evaluating students' progress, assisting with the school lunch program and supervising students during recesses, offered me a good opportunity to work closely with the children in the school. I observed the diversity of the students I taught. These children were from different backgrounds and had different learning abilities. Accordingly, with assistance from my cooperating teacher, the lessons were carefully planned in order to accommodate the diversity of the students in my class. Although I followed lesson plans, I also allowed my students to work on the tasks assigned to them according to their own learning abilities. Seeing myself as a teacher, I was pleased to observe my students' progress from the beginning to the end of my practicum. Thus, as a student teacher I perceived the practicum as providing very valuable experience for me. I viewed teaching as not only facilitating students' learning, but also contributing to my personal professional growth. I was often observed by my cooperating teacher, my college supervisors, and my peers in the same school. Feedback from these three groups served as a mirror to assist me when reflecting on my teaching performance. As the practicum came to an end, I became a good friend of my grade five students. They often visited me at my home and I even served as the leader of the group to the zoo. I believed that I learned a great deal from my practicum.

From 1985 until my departure to Canada to study at the University of Alberta, I was a teacher educator at a teacher education institution in Thailand. Besides teaching

courses in the Department of Curriculum and Instruction, I served as a member of the field experiences staff. Therefore, I became a college supervisor. As a result, I had the opportunity to supervise student teachers and to be involved in workshops and seminars for both cooperating teachers and college students. In this area, I was confronted with student teachers' successes and failures in their field experiences. Among others, there are three cases which I will always recall.

Nida, a fourth year student majoring in science education, was placed in an elementary school in the town. She met with the principal, the vice-principal, and her cooperating teacher during the first week to discuss and plan the work together. On Monday of the second week she went back to the college to discuss her problems with the field experiences staff. Being a very quiet and shy person, she told us that she could not work with her cooperating teacher. We told her to go back to school and try her best. We assumed that things would work out better for her in the next few days. She left our office and went back to school. The cooperating teacher reported her absent from school on Friday, and she never returned either to the school or to the college.

Supa, a fourth year student taking the elementary route, was placed in a third grade class in a large school in the town. My first visit during her Thai lesson made me feel sympathetic towards her. She was with a class of about 35 children who were labelled "undisciplined". Her attempts to have the students work in small groups were failing. She had tried to organize the class for about fifteen minutes before she gave up. Supa came to me for help. There was no cooperating teacher around, therefore I had to step into the classroom and assist her with classroom management. However, during my next visit to Supa's class I found that she was making good progress with both

teaching and managing the class. The cooperating teacher was at the back of the room and the third graders worked cooperatively.

Supachai, a male student, reported some comments from the students' discussion group during the post-practicum seminar. Supachai and the other nine student teachers were placed in a school located about ninety kilometres from the teachers' college. The student teachers lived in school housing which was provided for them during their practicum. On behalf of his colleagues, Supachai indicated that the student teachers in that particular school worked hard to reach the expectations of the school and the cooperating teachers. They not only taught the classes, but they were also assigned a variety of activities, such as coaching sports teams, helping with the school lunch program, and assisting with some community activities. Sometimes the preservice teachers were asked to help with youth groups in the village with a variety of activities. Supachai said that the student teachers became aware of various tasks that were expected of teachers in a small community. Supachai reported that after the eighth week in the school he and his colleagues perceived student teaching as following a routine of teaching tasks. He emphasized that in most cases the student teachers just took the path which was prearranged for them. I sensed from his speech that Supachai and his other friends wanted to finish their practicum and leave the field before the practicum actually ended. On behalf of his fellow students, Supachai emphasized that the student teachers did not simply want to spend their time taking the role of teacher aids, but would rather engage in the activities which would enable them to learn and grow professionally.

I have had the opportunity to look back and reflect upon my personal experiences of the practicum and what happened during my student teachers' field

experiences including the three students above. It seems to me, from the case of Nida, that placement is a very sensitive activity and should be regarded as a major concern for teacher educators who are involved in organizing the practicum experience in a teacher education program. Further, if Nida had had an opportunity to experience life as a teacher under considerate supervision, she most likely would have been able to adjust herself to the new situation. For Nida, Supa, Supachai and his colleagues, a meaningful supervisory approach namely, conferences, seminars, feedback and evaluation (Guyton & McIntyre, 1990) and other processes during student teaching may have enabled the student teachers to develop a better understanding of life in the school and classroom. As a result these student teachers could perhaps have learned more from their field experiences.

As I reflected upon the practicum experiences of my student teachers, I began to ask myself various questions. What is really happening in the field when student teachers engage with the practicum? Are the experiences valuable for them? What do student teachers learn from their field experience? How do they construct meaning from the various activities they are engaging in? In what way does their field experience influence their thinking and their teaching behaviour? Added to these questions, I also wondered if we, as teacher educators, serve as people who love and care for our student teachers by contributing to their professional growth as they engage in our teacher education program.

The Practicum in Teacher Education

Practicum has been widely accepted as one of the most important components of teacher education (Applegate, 1986; Guyton & McIntyre, 1990; Ross, 1987; Tardif, 1988). The study of Miklos and Greene (1987) asserts the significance of the practicum experience in teacher education. Teachers who graduate from Alberta teacher preparation programs view the practicum as a strength because there is an opportunity to have "hands on" experience, to learn about teaching and to develop self confidence as teachers (p.201).

Zeichner (1993) uses the term "practicum" to include a variety of observation and teaching experiences in a preservice teacher education program. He further explains that the practicum experiences consist of field experiences introduced to student teachers in prior education courses and early field experiences that are part of some professional courses, as well as student teaching. Several categories of activities in the practicum process include observing classes, assisting the cooperating teachers, teaching small groups of students, teaching a whole class, and being involved in school activities. However, Applegate (1985) argues that knowing what student teachers do in school experiences is not sufficient. It is more important for teacher educators to know how student teachers "interpret and integrate the activities into a meaningful understanding of teaching" (p.61). Moreover, as teacher educators we should draw attention to the difference between the experience provided for our student teachers and the meaning that they try to make for themselves from such experience. As Erdman (1983) states, "a distinction must be made between the observable field experiences and the meaning preservice teachers construct from those experiences" (p.28).

Further, there have been wide criticisms in recent years concerning the way the practicum is conducted and how it undermines student teacher learning (Guyton & McIntyre, 1990; Zeichner, 1990). Zeichner (1993) states that most teacher educators are now in agreement that "more time spent by student teachers in schools is not necessarily better, and that the quality of the experience needs careful planning and close monitoring" (p.2). Zeichner emphasizes that learning to teach is not simply learning how to master teaching skills as exhibited by specific cooperating teachers or making classroom practice more compatible with what was taught in college classes. Conversely, the practicum experiences should promote intellectual growth as well as allow for practice teaching and professional socialization (Salzillo, 1977, p.28). In addition to Salzillo's desires, Zeichner (1993) urges teacher educators to make the practicum a more educative experience for preservice teachers. In terms of "educative experiences", Zeichner refers to experiences that: contribute to continuing learning of novice teachers; prepare them to enter learning communities rather than isolated classrooms; better prepare them for a full range of a teacher's tasks; and educate them to teach all children, not just ones like themselves (p.1). Thus, the practicum should be organized in ways that facilitate the development of student teachers' teaching perspectives, and clarify their beliefs about teaching which influence teaching actions.

According to Becker and his colleagues (1961) "perspective" is defined as:

> a coordinated set of ideas and actions a person uses in dealing with some problematic situation, to refer to a person's ordinary way of thinking and feeling about and acting in such a situation (p.34).

The definition of perspective, which includes the ideas and actions of a person in a specific situation, was applied in the studies of student teachers by Gibson (1976),

Iannaccone (1963), Janesick (1979), Tabachnick and Zeichner (1984). Further, Tabachnick and Zeichner (1984) identify a distinction between perspectives and attitudes by stating that "perspectives are specific to situations and do not represent generalized beliefs" (p. 28). Werner (1977) states that a person acts upon "what he believes to be true and real" under certain conditions (p.53-54). Accordingly, it is essential for the study of teacher education to examine how the field experience is interpreted and acted upon as student teachers participate in its ongoing affairs. In addition, it is also important to search for the nature of practicum's impact on student teachers' professional development.

In Thailand, the practicum is considered a significant component of teacher education programs. There has been an effort to improve the practicum processes in many teacher education institutions throughout the country. According to the Department of Teacher Education (1988) four phases of field experience are introduced in many teachers' colleges for the four-year teacher education programs. Activities in different phases of the practicum range from observation of schools and classrooms in general, involvement in classroom events, the assisting of cooperating teachers with classroom activities, the marking of exams, to full-time student teaching. It is obvious that student teachers are expected to learn to teach from their practicum experiences in ways which are described by Stones (1984) as an applied science with preservice teachers trying to apply what was previously learn at the college in classroom situations. Little is known about the effects that the practicum has on prospective teachers' thinking about teaching and their actual practice in classroom situations.

Purpose of the Study

The purpose of this study is to investigate the development of the student teachers' perspectives about teaching as they engage in the practicum. In terms of "teaching perspective", student teachers' beliefs about teaching prior to teaching classes and conceptions about teaching are incorporated with their actual teaching behaviour during the practicum.

Four exploratory questions guided the inquiry:

1. What are the student teachers' conceptions of teaching before the practicum?

2. What are the student teachers' teaching perspectives that develop as they engage in the practicum?

3. What are the factors contributing to the development of teaching perspectives?

4. What are the similarities and the differences in the perspectives towards teaching amongst the individual student teachers?

Significance of the Study

I stated earlier that field experience is considered a significant component in teacher preparation programs. In relation to the rest of the teacher education program, teachers commend the value of the practicum (Zeichner, 1993). In Thailand the expansion of early field experiences is adopted in teachers' colleges to provide the opportunity for student teachers to spend more time experiencing classroom and school situations. However, very little attention has been given to examining what occurs

during student teaching. This study will enable Thai teacher educators, particularly those in the teachers' college where this research takes place, to better understand the nature of the practicum experience of their student teachers and how preservice teachers construe meaning from such experiences. It is hoped that this study will provide some insight towards an understanding of how student teachers interpret and integrate field experience into a meaningful understanding of teaching and teachers.

Although many studies have been done in relation to student teaching in Thailand, very few were conducted using qualitative methodologies. Most studies in this area have relied heavily on the administration of questionnaires and surveys for data. On the contrary, many approaches involving qualitative inquiry are considered significant to this study. Accordingly, opportunities to work closely with the student teachers and cooperating teachers would enable the researcher to discover a better understanding of the world of the student teachers during their last phase of the practicum.

Further, this study investigates the factors that contribute to the development of the teacher perspectives. As teacher educators, we need to understand the nature of the impact of each element of a teacher education program regarding our student teacher learning. We may not assume that simply instituting student teaching as a component of a program and organizing it in a way that offers opportunities for preservice teachers to go out and experience real life in schools and classrooms will necessarily accomplish the goals of the program. It is hoped that this study will awaken teacher educators in Thailand, particularly in the teachers' college where the study is undertaken, to become aware of the impact of the practicum on their student teachers' professional

development.

Information gained from this study may lead to a modification of teacher education programs, especially in the field experiences component. Although the field experiences component has been designed ideally to facilitate student teachers' learning, it is challenging for teacher educators to accomplish what has been planned so that it works best for the preservice teachers in the teacher education program. It is the hope of the researcher that this study will make a significant contribution to the improvement of the practicum component of preservice teacher education programs in Thailand.

CHAPTER II

STUDIES OF THE PRACTICUM EXPERIENCES AND STUDENT TEACHERS' TEACHING PERSPECTIVES

> A primary responsibility of educators is that they not only be aware of the general principle of the shaping of actual experience by environing conditions but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth. Above all they should know how to utilize the surroundings, physical and social, that exist so as to extract from them all that they have to contribute to building up experiences that are worthwhile.
>
> (John Dewey, 1938, p.40)

A review of recent literature on preservice teacher education finds the study of student teaching currently at the forefront of interest in teacher education research. Many studies suggest emerging trends that cause the rethinking of the education practicum which is a component of virtually all teacher education programs (Zeichner, 1993). The goal is to search for possible strategies which best facilitate a student teacher's professional development.

To better understand "what has been done" and "what should be done" regarding the organization of practicum experiences in a way that nurtures the development of teaching perspectives of preservice teachers, I will explore the literature in the following areas:

1. prior beliefs and learning to teach

2. the practicum experiences and the development of teaching perspectives of student teachers

3. obstacles to student teachers learning

4. the practicum component in teacher education programs in Thailand.

Prior Beliefs and Learning to Teach

Many studies (Applegate, 1985; Hollingsworth, 1989; Lortie,1975; Tabachnick & Zeichner,1984) indicate that previous experience before entering formal training in teacher education programs is "the major influence" in shaping a student teacher's understandings about teaching and action in classrooms. For instance, Lortie (1975) asserts that the conception of teaching of student teachers is influenced more by their past experiences as students than by the formal training including student teaching. Likewise, Applegate (1985) concludes from her studies that "biography" is the key element in teacher socialization. She states:

> Sometimes students finish the experience wondering what was to be learned; they spent time watching teachers and students in classrooms, the same as they did for 13 years as students themselves (Applegate, 1985,p.63).

Goodlad (1982) supports Lortie's position and Applegate's findings by stating:

> Teachers teach as they were taught during their many years as students. Their professional preparation comes late in their own schooling and is too little and too thin to separate them from what their experience has taught them that teaching is. Their professional preparation and subsequent practice merely reinforce their own perceptions. Teachers fail to transcend the conventional wisdom of their own professions and continue to teach as they were taught (p.19).

In recent years many studies have been undertaken to investigate the influence of biography and prior experiences on learning to teach (Aitken & Mildon, 1991; Kagan, 1992; Knowles, 1992; and Powell, 1992). The findings suggest that novice teachers enter the teacher preparation program with personal and implicit theories of teaching. These theories were influenced by their prior experiences including early school experiences, personal features, content knowledge, and previous teaching opportunities (Powell, 1992). Preservice teachers who enter the program with "dysfunctional images" of themselves as teachers could not alter their teaching behaviours to suit the reality of classrooms. On the contrary, those who possess more harmonious self-images with the classrooms they teach are able to "adjust and learn" from such experiences (Kagan, 1992, p.141). In addition, there is a close connection between student teachers' biographies and their actual teaching practices. Prior experiences in classrooms are crucial influences on preservice teachers' thinking and actions.

According to Knowles' (1992) case studies, preservice and beginning teachers' past experiences impact upon student teachers' classroom behaviour to a high degree. On the contrary, subsequent changes induced by teacher education programs, regarding the way in which prospective teachers view teaching and learning, seem to be insignificant over the practice years of teacher education. Knowles (1992) discovered that during preservice teacher education, the student teachers formed "teacher role identities" or "image of self as teacher" (p.127). Many significant sources formed the teacher role identities including early childhood experiences, teacher role models, and previous teaching experiences. Childhood experiences contribute greatly to the individual novice teacher's thinking about teaching and acting in the classroom. In

some cases parents' orientations and beliefs about education were significant in influencing the student teachers' conception of teaching and learning. In addition, novice teachers considered their former teachers as important influences regarding beliefs about teaching and classrooms. Preservice teachers who had experienced positive teacher role models in previous years of school seemed to possess clearer conceptions of the teacher's role. In reverse, for some student teachers who retained disguised memories of their former teachers, instead of forming positive images of themselves as teachers, they tended to construct a clear perception of the teacher they did not want to be. Previous teaching experiences were regarded as another source of the student teachers' views of themselves as teachers. For some individuals, prior teaching opportunities provided them with an important base for classroom actions. Some prospective teachers relied on "deep-seated experiences" to cope and deal with problems in the classroom (p.132). Although early classroom experiences seemed more important than later experiences in the formation of a teacher role identity, Knowles (1992) discovered that previous teaching experiences were either "relevant" or "redundant" to the preservice teacher education of student teachers (p.132). In most cases, various skills and approaches which were seen to be useful during early teaching activities, for instance small group activities, group discussions and questioning, were modelled in the teaching styles of the student teachers. Some behaviours were considered to be redundant in that they were not necessarily congruent with the classroom situations which the novices confronted and tended to be ignored during actual teaching.

The Development of Teaching Perspectives of Student Teachers

Three important findings are presented by many studies on the practicum experiences and the development of the teaching perspectives of student teachers (Goodman, 1988; Hollingsworth, 1989; Johnston, 1992; Tabachnick & Zeichner, 1984; Tardif, 1984). First, student teachers do not alter their views towards teaching while they engage in the process of the practicum (Tabachnick & Zeichner, 1984). In the study on the impact of the student teaching experience on the development of teacher perspectives, Tabachnick and Zeichner (1984) define teacher perspectives as ways in which teachers thought about their work and gave meaning to these beliefs through their behaviour in the classroom (p.28). The construct of teacher perspectives was utilized to examine student teacher behaviour and ideas in relation to four areas: "knowledge and curriculum; the teacher role; teacher-pupil relationships; and student diversity" (p.28). The data clearly indicated that student teaching did not result in a homogeneity of teaching perspectives for the preservice teachers. These novice teachers entered the field experience with diverse teaching perspectives, and significant differences amongst the individual students remained by the end of practicum. However, as the preservice teachers encountered classroom situations they tended to be able to articulate their own thinking in relation to the existing events. Thus, the practicum experience impacts preservice teachers' ability to clarify ideas and beliefs about teaching and learning. Tabachnick and Zeichner (1984) explain that preservice teachers entered the experience with diverse perspectives, were placed in diverse classroom situations with different cooperating teachers, and interacted with separate university consultants. Thus, these prospective teachers "shifted in response to the diverse perspectives of their supervisors

and the norms existent in their school placements" (p.33).

Second, inconsistent with the study by Tabachnick and Zeichner (1984), many studies (Goodman, 1988; Hollingsworth, 1989; Johnston, 1992; Shapiro, 1991; and Tardif, 1984) indicate that student teaching experiences contribute to the development of perspectives towards teaching. In Shapiro's (1991) study, as student teachers interact with students in the classroom, they become aware of their misperceptions about classroom teaching, and a new way of categorizing experience is discovered. Five categories of conceptual changes in the novice teachers are identified: 1) an awareness that their preconceptions of teaching and learning had been incorrect; 2) an awareness of the acquisition of new technical know-how; 3) a discovery of new ways of categorizing experience; 4) an acquisition of new self knowledge and of self as a teacher; and 5) an emerging of new dilemmas in teaching. In this case, the practicum experiences are perceived as opportunities for refinement and modification of beliefs and teaching actions.

According to Tardif (1984), two major themes of the student teacher's perspective are identified as "self as teacher" and "adoption of classroom teacher behaviour" (p.129). Tardif (1988) indicates that student teachers tend to develop new perspectives about self as teacher and different notions about appropriate teaching behaviour when they engage in the processes of the practicum. She further clarifies "self as teacher" as the process of interpretation of the role of teachers and the construction of a teaching identity. In her study Tardif (1988) discovers that in adopting teacher behaviour in the classroom, student teachers adopt patterns for responding based on the following objectives: taking the class through the lesson; finding a happy

medium; taking the path of least resistance; securing control; and justifying behaviour (p.42).

The findings of an ethnographic study of preservice teachers' professional perspectives by Goodman (1988) suggest that student teachers organized their philosophy of teaching around two broad perspectives: 1) teaching as a problem of control; and 2) teaching as a facilitation of children's growth. Student teachers perceived the "problem of control" as most important for them to overcome during their preservice education. However, control was not merely striving for power over children. The prospective teachers identified three guiding images: cooperation, authority, and autonomy when they spoke of "teaching as a problem of control". For these students, the ability to manage the classroom derived from interpersonal relationships with children and relationships to the power structure within the school. Another professional perspective "teaching as the facilitation of children's growth", consisted of two guiding images: "self-concept", and "individualization". In order to "facilitate" children's growth, student teachers were observed spending considerable effort at perfecting their managerial skills. They organized small group and individual instruction, encouraged children to actively engage in activities, kept students quiet and "on task", and maintained records of children's progress. Like Goodman (1988), Hollingsworth (1989) discovered that novice teachers needed to cope with managerial routines before they could focus on pedagogy and content knowledge and their pupils' learning.

The study by Johnston (1992) centred specifically on images used to identify the way in which the student teachers viewed teaching and how this relates to their actual teaching behaviours. The images of teaching as identified by the participants are setting

up a relationship with children and giving control to students. Johnston (1992) asserts that practice teaching presents the opportunity to refine and clarify images of teaching. However, she emphasizes that the practicum should be organized in a supportive environment in which prospective teachers may come to understand the "cycles of the classroom", and relate "these rhythms" into "their own personal practical knowledge" (p.133). Like Hollingsworth (1989), Johnston (1992) recommends that teacher education must provide opportunities for student teachers to explore their previous images of teaching and their attitudes and beliefs they bring to preservice teacher education, and then to use the student teaching experience specifically to clarify and develop these images.

Finally, there are various elements that influence student teachers' beliefs and actual teaching behaviours. First, personal characteristics, biography and social structure variables, such as past classroom experience, general education background, teacher education coursework, and early field experiences, appear to be influential in the development of teacher perspectives (Goodman, 1988; Hollingsworth, 1989; Ross, 1987; Tardif, 1984). Second, the practicum process which student teachers engage in provides a variety of experiences (Goodman, 1988; Hollingsworth, 1989; Ross, 1987; Tardif; 1984). Student teaching best facilitates professional learning when preservice teachers have opportunities to experiment with curriculum and alternative teaching strategies. Third, supervisory approaches in the practicum (Goodman, 1988; Hollingsworth, 1989; Shapiro, 1991; Tabachnick & Zeichner, 1984) play a crucial role in assisting preservice teachers to reconstruct images of self as a teacher and construct meaning of teaching experiences for themselves. The supervisory process not only encourages the student

teachers to clarify their teaching perspectives but it also develops a reflective stance towards their field experiences. From the results of his study, Goodman (1988) supports the idea of reflective inquiry as central to teacher education. He states that it is important to initiate useful strategies to help students go beyond merely expressing their views on teaching. Instead, the goal is to "facilitate students' thinking within a personally meaningful and substantive forum" (p.143). Shapiro (1991) concludes from her study that student teachers change their views regarding self as a teacher and teaching and learning processes because of the opportunity to articulate their beliefs and reasons for teaching behaviours during the conversations with the researcher. Thus, cognitive dissonance between the cooperating teachers, student teachers, and university supervisors is needed to oblige preservice teachers to clarify and modify their personal beliefs (Hollingsworth, 1989).

Obstacles to Student Teacher Learning

The practicum component is placed in preservice teacher education programs for the purpose of providing real classroom situations for student teachers to "apply, refine, and reconstruct theoretical learnings, and through which they develop their teaching competencies" (Turney et al, 1982, p.1). Many efforts have been made in order to organize the experiences in ways that promote the professional learning of preservice teachers (Zeichner, 1993). Several studies examine the processes by which student teachers learn to teach and outline a number of impediments to preservice teachers' profession learning (Calderhead, 1988; Feiman-Nemser & Buchman, 1987; Goodman, 1985; and MacKinnon, 1987).

Goodman (1985) reports the findings of an ethnographic study of student teaching experiences in an elementary education program. The participants in the study were observed using prepackaged or commercially developed programs. Therefore, most student teachers had little involvement in curriculum development. These preservice teachers justified their teaching behaviour with many reasons including: they were told what to teach by their cooperating teachers; the lessons were presented in the text books; and the curriculum was required by the school board. It is obvious that there was very little opportunity for preservice teachers to make decisions of their own about the curriculum to be taught and the way they would alter classroom organization. Goodman (1985) also discovered that as soon as the prospective teachers entered the school, they were introduced by principals and cooperating teachers to the themes of management and organization, and were informed that the curriculum schedules of the school must be followed. Goodman (1985) emphasizes that what preservice teachers learn in university classes is that they need to be "creative", yet this is unlikely to happen in most cases. Student teachers were observed doing routine, mechanical teaching activities involving little creativity. Thus, student teaching is characterized by a general, "uncritical desire to fit into the existing institutional order" (p.36). According to Goodman (1985) although preservice teachers did not totally agree with what they were doing, they were unlikely to want to alienate their cooperating teachers and risk receiving a poor evaluation. Further, Goodman concludes from his study that in arranging the practicum experiences for student teachers we need to consider the quality of the experiences as well as the quantity.

Like Goodman (1985), Calderhead (1988) and MacKinnon (1989) in their studies undertaken in England and Canada report that in most cases, preservice teachers based their practices on their interpretations of the cooperating teachers' teaching behaviours. The practicum did not provide the preservice teachers with an opportunity to be creative or to try out techniques they learned in university classes. Student teachers tended to conform to practices and expectations of their cooperating teachers. Thus, student teaching is perceived as "a time for observation and replication" (MacKinnon, 1989, p.15). MacKinnon (1989), like Goodman (1985), discovered from his conversations with his participants that conformity is not a matter of passively accepting ways of behaving in the school, but rather a response to their own interpretations of the constraint of being a student teacher.

Calderhead's (1988) and MacKinnon's (1989) findings explicate various factors that restrict student teachers' professional learning. First, the student teachers report conflicts in the demands between the schools and university, and within schools. Expectations and role perceptions are not precisely interpreted, and that leads to uncertainty for the student teachers (Calderhead, 1988). The preservice teachers clearly distinguish between the school and university. They perceive the university as the ideal, college-based world, while the school is regarded as the real, school-based world. Second, the student teachers tend to reject the consultants' critical comments (Calderhead, 1988). Reasons are outlined as follows: a) supervisors indicate some particular actions and processes of which the student teachers are unaware, b) student teachers base their practices on the interpretations of the cooperating teachers' teaching behaviours and advice, c) college consultants appear to have different perceptions of

classroom processes which fail to relate to the naive interpretations of student teachers, and d) self-evaluation is based on their own judgement in comparison with their cooperating teachers which fails to align with the critical comments from the college supervisors. Third, student teaching provides inadequate opportunities for student teachers to become aware of classroom progress (Calderhead, 1988; MacKinnon, 1989). In fact, prospective teachers tend to adopt their cooperating teachers' strategies which leads to the imitation of behaviour without learning about process involvement. Fourth, assessment is regarded as a crucial influence on the student teachers' practices (Calderhead, 1988; MacKinnon, 1989). Their decisions about teaching and their actual teaching actions often refer to evaluation. Thus, in most cases, teaching is perceived as performing.

The study by Feiman-Nemser and Buchman (1987) suggests the limitation of student teachers' professional learning because of the supervision process. The two participants in the study did not receive advice about how to reflect on their teaching, yet both of them received promising recommendations from their cooperating teachers. Thus, student teaching is seen as an end to the process of teacher education rather than a beginning of the learning process for teachers. Feiman-Nemser and Buchman (1987) recommend that the practicum should offer learning opportunities for student teachers under the guidance of experienced teachers. Supervisory approaches should be significant in helping student teachers to view teaching beyond the surface of classroom situations. Teacher educators must be actively involved in student teaching in order to provide prospective teachers with "a concrete sense of pedagogical thinking and acting" (p.292). Reciprocally, a collegial relationship between cooperating teachers and student

teachers should be established in order to stimulate prospective teachers to communicate their reasons for decisions and actions and seek better strategies to enhance pupils' learning.

In addition to the studies reviewed above concerning some of the obstacles that undermine student teachers learning, Goodlad (1990) indicates another interesting point and encourages teacher educators to rethink the practicum experiences for preservice teachers. He states, "Student teachers reported to us that their time in the schools was almost exclusively devoted to a single teacher and classroom, not to teams of teachers or to whole schools" (p. 190). Goodlad (1990) further comments that if student teachers are placed in a single classroom with a single classroom teacher, they are likely to learn in a shallow learning environment. Their professional growth seems to be restricted to the particular classroom context and the perspectives of the particular cooperating teacher. In addition, being placed in one specific classroom, with little intention to relate to the rest of the school, preservice teachers are not prepared for the full range of responsibilities of school teachers (Zeichner, 1993).

The Practicum Component in Teacher Education Programs in Thailand

In this section a review of literature on the practicum component in teacher education in Thailand will be briefly discussed as a general background to the setting of the study. Three areas will be presented: an overview of preservice teacher education; the practicum component in teacher education programs; and studies of the practicum experiences in preservice teacher education.

1. Preservice Teacher Education

Teacher education in Thailand was established in 1892 when the first teacher training school was founded to prepare elementary school teachers. Initially the first teacher training school was for men only, and it was not until 1913 that the first women's teacher training institution was opened. Later, in 1928, the program of teacher training for secondary school teachers was begun at Chulalongkorn University. The year of 1954 marked a turning point for teacher education in Thailand (Sapianchai, 1984). The Department of Teacher Education was established in the Ministry of Education. In addition, Prasarnmitr Teacher Training College was upgraded to a College of Education offering a four-year course in various disciplines leading to the B.Ed. degree.

During the sixties, a period of teacher education expansion, many teacher education institutions were established to meet an urgent demand. This expansion was precipitated by three major forces: the rate of population growth, the extension of compulsory education, and the popularity and availability of secondary education to a larger population (Department of Teacher Education, 1989). As a result, it led to an establishment of new teachers' colleges, colleges of education, and faculties of education in many universities throughout the country.

According to the National Scheme of Education B.E. 2520 (Office of the National Education Commission, 1977), teacher training institutions are organized at the tertiary level. Teacher education is the central government's responsibility with the following objectives:

> Teacher education aims at producing teachers who will be able to motivate students to seek knowledge and to discover the many-sidedness of their own potentialities and aptitudes. Teachers shall be trained to be morally respectful individuals with tolerance and understanding towards their students. Their personalities and character should be in harmony with Thai culture and in accordance with a constitutional monarchy. (p.10)

At present, the teacher training institutions are under two ministries. Under the Ministry of Education, 36 teachers' colleges are supervised and administered by the Department of Teacher Education which produces about nine-tenths of the nation's teachers (Sumawong, 1973). These teachers' colleges are evenly distributed geographically by population, one teachers' college for every two neighbouring provinces. In addition, a number of colleges are attached to the Departments of Physical Education, Fine Arts, and Vocational Education. Under the Ministry of University Affairs, a considerable number of teacher education programs are conducted by the Faculty of Education in various universities, located in Bangkok and other regions of the country.

The preservice teacher education programs differ in many universities and colleges. However, in most faculties of education and teachers' colleges two levels of diplomas or degrees are offered in the teacher education program. A bachelor's degree is granted to graduates who successfully finish a four year program after high school or to those who finish a two year program after obtaining an associate degree.

2. The Practicum Component in Teacher Education Programs

The practicum is considered a significant component of preservice teacher education. The term "professional experience" is widely used in describing the

experiences provided for preservice teachers to learn and grow in the teaching profession. However, professional experience is organized differently in the various teacher training institutions. According to Methakunavudhi and his colleagues (1988), professional experiences are categorized into four groups according to the institution and ways the experience is designed: 1) early field experiences and student teaching in the process of the practicum in teacher education programs in the Faculty of Education in various universities; 2) four phases of the practicum in teachers' colleges under the supervision of the Department of Teacher Education; 3) professional experience provided by open universities; and 4) a concise field experience for students in teacher education programs in technology institutions under the administration of the Ministry of Education. In this section, an illustration of professional experiences as organized in the teachers' colleges will be briefly presented.

The four phases of the practicum experiences have been introduced by the Department of Teacher Education to all teachers' colleges since 1982. According to the Department of Teacher Education (1988) three areas of professional development are stated: 1) knowledge about both the subject matter and pedagogical areas; 2) instructional, management, and interpersonal skills; and 3) personal development of self to become a good teacher. General goals of the practicum are stated as follows:

1. To provide student teachers with opportunities to develop qualifications of good teachers, and to promote positive attitudes towards the teaching profession.

2. To provide student teachers with a variety of learning opportunities about the teaching profession.

3. To provide student teachers with opportunities to practice and test theories in classroom situations and to develop their own individual teaching styles.

4. To introduce student teachers to the community in which schools are located, and to learn about and develop a positive attitude towards the role of the school in community development.

The following are experiences in different phases of the practicum in a four year teacher education program (Department of Teacher Education, 1988, p.2-3).

Phase I: Two-Week Block

Students in year one spend two weeks or seventy hours in schools and classrooms. Phase I is designed to orient beginning teacher candidates to the professional life of a teacher, as well as schools and classrooms as the workplace of teachers. In the schools, preservice student teachers engage in systematic observations of classroom situations in order to investigate teachers' multiple roles and the diversity of students.

Phase II: Two-Week Block

Phase II of the professional experience is planned to offer opportunities for second year student teachers to participate in some activities in schools and classrooms. The emphasis is on performing teacher's tasks, including assisting the cooperating teacher to plan the lesson, preparing materials, marking students' exercise books, and working with some children who have difficulties in learning. In addition, student teachers are expected to assist the cooperating teachers with other class and

school activities which exist at the time.

Phase III: Four-Week Block

During a four week or 140 hour practicum, in addition to the tasks in the previous phases, student teachers are expected to not only be involved in planning and implementing short term teaching and learning activities, but they are also required to plan and teach at least five complete lessons. An emphasis is on opportunities to explore the teacher's relationships with children in classrooms and to obtain knowledge about students. In addition, the experiences in this phase should enable student teachers to gradually broaden their perspectives about teaching and teacher's responsibilities.

Phase IV: Sixteen-Week Student Teaching

During the final year of the program preservice teachers spend sixteen weeks practice teaching in schools. For student teachers in the secondary education program, their major and minor subjects are compulsory subjects to teach, while elementary education program students may be assigned to teach in any subject area. The sixteen week practicum is designed to allow student teachers to be involved in full classroom teacher responsibilities. After the last phase of the practicum preservice teachers are expected to be well prepared for the teaching profession.

The four phases of professional experiences are designed to be a model for teachers' colleges to modify according to each institution's requirements. For the teachers' college where this study is undertaken, the practicum is adapted by combining the second and third phases into one phase, and that allows students to spend two weeks

in schools for the purposes of both observing and participating in classroom and school activities. Further, during this particular phase preservice teachers are to plan and teach at least five lessons.

3. Studies of the Practicum Experiences in Preservice Teacher Education

After the four phase practicum had been introduced and conducted in many teachers' colleges for four years, the follow up study (Department of Teacher Education, 1989) discovered some problems in organizing the field experiences in teacher education programs, including the fact that people involved in the practicum processes did not understand the objectives and strategies in organizing the practicum in order to enable student teachers to learn from such experiences. Limpichak (1985) used questionnaires to survey the problems experienced in the practicum by student teachers in a four-year program in six teachers' colleges in the Bangkok Metropolitan area. From the result of her study, Limpichak (1985) identifies some major problematic situations involving the practicum: preparation of the lessons, lack of materials, classroom management, large size classes, and inadequate help from supervisors. Regarding the problems in the management of field experiences, Ngarmchat (1986) surveyed the opinions of the administrators, faculty members, and student teachers of four teachers' colleges in the northeastern part of Thailand. The findings indicate a number of problems relating to the organization of the practicum experience for the students in a four-year elementary education program. Among others, the major difficulties are:

1. Student teachers are not well prepared to learn from their experiences in the field.

2. Faculty supervisors tend not to perceive supervising student teachers as a high priority responsibility.

3. There are some conflicts about time constraints between the practicum schedules and the school semesters.

4. Communication seems to be problematic for all parties. For instance, student teachers are confused about their task description; and cooperating teachers are not clear about role expectations.

5. There are limited finances to support the management of the practicum experience.

6. In some schools student teachers are not allowed to teach the core subjects (e.g. Mathematics, Thai language) in certain classes, because children need to be prepared for the provincial examination.

7. The cooperating teachers indicate some restrictions to supervision of the student teachers, for instance, limitations of time and workload.

In addition to investigating the problems of the management of the practicum, the impact of some particular processes of the practicum on professional development of student teachers were examined (Buddhichiwin, 1985; Watana, 1989). In the study by Buddhichiwin (1985), a focus is on the impact of different approaches towards supervision to the teaching capability of student teachers in a four-year program in one of the teachers' colleges in the southern part of Thailand. Fifty-four students were divided into three groups. Group A students were supervised by peers without being supervised by either cooperating teachers or college consultants. The student teachers were to observe each other teaching classes and give feedback to one another. Group

B students were supervised by both cooperating teachers and college consultants reciprocally with the peer feedback system. Group C students were typically supervised by the college supervisors and cooperating teachers. "The Teachers Locus of Control Scale" and "The Teaching Performance Scale" were used to assess student teachers' teaching performance. The findings indicated that group B students became more competent in teaching than the other two groups.

In Watana's (1989) study, a model of the practicum processes for students in a four-year elementary education program was developed for the purpose of nurturing positive attitudes towards teaching. This model was generated under four principles: well-prepared student teachers for the tasks of teaching; carefully designed supervisory processes; carefully selected cooperating teachers; and the use of the theory of direct information for communication amongst the involved parties. The participants of this study were student teachers in year four who entered the full time practicum and the third year students who were in their third phase of the practicum (teacher assistance) during the second semester in 1989 in Surin Teachers' College. These preservice teachers were considered an experimental group. The "Teacher Attitude Questionnaires", developed by the researcher for the purpose of examining the attitudes of the student teachers towards the teaching profession, were administered to the experimental group of student teachers prior to entering the practicum and after they finished the twelve-week practicum, and to 386 elementary education preservice teachers in eight teachers' colleges who were considered the control group. Watana (1989) concludes from the findings of her study that when applying the "professional experience model" which she developed in order to provide experiences that promote

the positive attitudes of the student teachers towards teaching, such a model partly affects and changes the preservice teachers' attitude about teaching. By and large, the experimental group had higher scores than the control group. However, the result of the t-test scores between the two groups before and after the experiment revealed no significant differences in three areas: attitudes about teaching, tendency to comply to the reference group, and intention to pursue the teaching profession. In addition, the scores in the area of evaluating of the teaching profession of the third year students in the experiment group were significantly higher than that of the others (p.107-108).

Summary

An examination of the literature indicates that preservice teachers enter teacher education institutions with their own set of beliefs about self, teaching and learning, and teachers. Such beliefs are formulated by one's previous experiences, and the earlier beliefs are incorporated into the belief system, the more difficult they are to change. As Pajares (1992) asserts, "Early experiences strongly influence final judgements, which become theories (beliefs) highly resistant to change" (p.317). In addition, the beliefs student teachers hold are crucial since they contribute to teachers' perceptions and judgements, which affect their teaching practices in classrooms.

However, the practicum experiences that are carefully designed and organized ensure that student teachers interact at length with pupils, cooperating teachers, and classroom teaching. Such experiences could strengthen prospective teachers' "pre-

professional images" or "intuitive screen" (Goodman, 1988, p.130). As novice teachers acquire knowledge of students in class, subject matter, and the tasks of teaching, they then use such knowledge to reconstruct their images of self as teacher. After the concern of image of self as a teacher is resolved, preservice teachers become aware of their students and desire to promote their learning. However, many researchers and teacher educators (Feiman-Nemser & Buchman, 1987; Goodman, 1985; Zeichner,1993) call for collaboration in enabling novice teachers to move beyond their everyday practices by developing the sense of becoming reflective, experimental, and active in their approach to teaching and education. According to the definition of "teaching practice" and "the practicum", reciprocally with the stages of a development model of becoming a teacher, student teaching is regarded as experimental which holds promise for helping novice teachers learn and grow professionally.

From a review of the literature on the practicum experience, not only the impact of such experience on teacher development is discovered, but also various obstacles to professional learning are discussed. Two major areas of concern regarding obstacles to student teacher learning that derive from the literature are: the nature of the practicum experience; and the quality of practicum supervision. First, the nature of the practicum experience, for instance, the placement in one classroom with one cooperating teacher seems to provide preservice teachers with a restricted opportunity to learn. Another example is student teachers who are placed in situations where they need to conform to the culture and routine of the classroom teacher. Classroom situations often do not allow prospective teachers to make decisions and apply any theories learned in their teaching situations, and as such these experiences become impediments to their learning.

Second, supervisory approaches are perceived to be significant to the nurture of student teachers' professional growth (Feiman-Nemser, 1987; MacKinnon, 1989). MacKinnon (1989) strongly recommends that reflective action should be emphasized to assist prospective teachers to see assumptions that underlie educational practice. Further, many different approaches towards supervising student teachers are required to facilitate their learning.

The literature on preservice teacher education in Thailand seems to present three major concerns: a need to rethink teacher education; time to reconsider the practicum component in preservice teacher education; and the need for qualitative research in teacher education. First, there is a need to improve the quality of teacher education. As previously indicated, there was an accelerated production of a large number of teachers to cope with the temporary deficiency and population growth during the third National Education Development Plan (Department of Teacher Education, 1989). Later, the over production of teachers together with the declining number of pupils, particularly at the primary level, has generated a large number of unemployed graduates. As the quantity has met the nation's need, teacher educators and policy makers seek excellence in the education of teachers (Champatong, 1988). We need to examine the system and carefully modify preservice teacher education programs. In addition, education for inservice teachers should also be regarded as significant for the professional development of teachers. Second, many studies on the practicum experiences in many teacher education programs (Limpichak, 1985; Ngarmchat, 1986) reveal various problems that may lead to impediments regarding student teachers learning. Accordingly, there is a desire for improvement regarding the practicum component

including establishing good communication amongst the people involved (college consultants, school administrators, cooperating teachers, school staff, and student teachers), and developing an effective supervisory system for the practicum. In addition, Lanier and Little (1986) remind us that the problem is not that field experience cannot be valuable, but that its value is dependent on student teachers' being properly prepared to learn from it. Thus, there is a need to consider how to help student teachers learn as they engage in the ongoing process of the practicum. The preservice teachers should be well prepared to learn, in professional ways, from their teaching and the teaching of others. Finally, a need to examine the practicum experiences is a focus in teacher education. Although many studies in the area of the practicum component have been conducted in Thailand, the information gained is mainly from questionnaires. For instance, the study by Watana (1989) is valuable and contributed to the knowledge about the field experience for elementary teacher education programs and its impact on the attitudes of the prospective teachers about the teaching profession. However, a close examination is needed in order to enable researchers and educators to acquire in-depth information about the practicum process. What and how student teachers learn from experiences in the field is significant. Qualitative research seems to hold a promise for enabling researchers to inquire into the lifeworld of student teachers.

In reviewing the literature about the practicum component in teacher education programs and its impact on the development of preservice teachers' teaching perspective, I have become aware that as teacher educators, we need to consider how best to design the programs so that they challenge the existing knowledge of student teachers and encourage these novices to engage in the learning processes within the profession.

Thus, not only do we need to monitor the effectiveness of the activities in the process of preservice teacher education, but also we are required to refine each component of the program in order to seek the best opportunities that facilitate prospective teachers' professional growth. As suggested by Calderhead and Robson (1991), "teacher educators are in a position to ensure that preservice training is more profitable and constructive experiences for many more students" (p.8).

CHAPTER III

CONSTRUCTIVISM: A THEORETICAL FRAMEWORK FOR THE INQUIRY

> Whether stated or not, all research is guided by some theoretical orientation.
>
> (Bogdan & Biklen, 1992, p.33)

This study is based upon philosophical perspectives embodied in the constructivist research stance. The basic view of the constructivist position for understanding the world is that a person actively participates in his or her own construction of meaning. As Pope and Keen (1981) state, "...each person erects for himself a representational model of the world which enables him to chart a course of behaviour in relation to it" (p.26). In this study I attempt to investigate the development of teaching perspectives of the student teachers as they engage in the final phase of their practicum. In order to search for the preservice teachers' perspectives towards teaching I seek their beliefs about teaching and observe their teaching behaviours in classrooms.

I discovered that the Personal Construct Theory, the work of George Kelly, a clinical psychologist, provides me with a basic theoretical orientation about people and their relation to the world, or to put it another way, how an individual person interprets the events of his or her own world. In addition, the attitudes and tools of a personal construct theory approach (Kelly,1955) guided and shaped my research inquiry. Furthermore, James Britton (1970) also provided me with the significance of the language a person uses to construe events. According to Britton, language is a "key

system" to represent experience. Language is a means of interpreting, categorizing, and attempting to make meaning out of events. In this chapter, a brief overview of Personal Construct Theory and the significance of language in representing experiences is presented.

Personal Construct Theory : A Basic View on Human Behaviour

George Kelly's (1955) **"Theory of Personal Construct"** focuses upon individuals and their interpretation of events, not on the actual events themselves. As Bannister and Mair (1968) state, "events themselves do not imply their own meanings or classifications, but events can be appreciated, appear meaningful and be classified only in so far as a person has erected constructions to subsume them" (p.12). In order to understand the actual events Kelly explains that, "a person's processes are psychologically channelized by the ways in which he anticipates events" (p.46). However, as the individual tries to interpret events, the approach will be either flexible or structured, thus either facilitating or restricting the reaction to the events (Bannister and Mair, 1968).

Individual persons may be different from each other not only because of the events they have sought to anticipate but also in the way they construct their worlds. In addition, people are considered as scientists since they construe the world by being actively engaged in a continual experiment with their lives. Accordingly, a person understands self and his or her surroundings by observing, interpreting, predicting, and controlling. Kelly states that people usually seek to improve their constructs to suit the changing circumstances. Kelly calls this philosophical position **"Constructive**

Alternativism" (Kelly, 1955, p.3).

To determine how a person constructs meaning for oneself, Kelly provides a **"Basic Theory of Personal Constructs".** The theory is elaborated by means of eleven interrelated corollaries. The corollaries are described as followed:

The Construction Corollary is stated, "A person anticipates events by construing their replications" (Kelly, 1955, p.50). According to Kelly, people come to understand their experiences through successive interpretation. Four key concepts are: anticipation, construct, event, and replication. Yaxley (1991) emphasizes, "Without the capacity to predict future events, it would be difficult for man to participate in an ever-changing world" (p.33).

As Kelly always emphasizes the differences of individual constructs, the **Individual Corollary** is stated, "Persons differ from each other in their constructions of events" (Kelly, 1955, p.55). Within a given context two persons are likely to interpret the same event differently. This is because individuals have different past experiences and use different approaches to anticipate events. However, in the real situation, it does not mean that a commonality of construing cannot take place, thus, the **Commonality Corollary** states:

> To the extent that one person employs a construction of experience which is similar to that employed by another, his psychological processes are similar to those of the other person. (Kelly, 1955, p.90)

Giving two persons different situations in construing events, they may either be seen to have almost the same experience, but behave differently because of their different ways of construing the events, or they may have had different experiences of life and yet behave similarly in a specific situation because of their similar constructions concerning

those events.

The Commonality Corollary is inadequate to explain interpersonal understanding or the process of social interaction. Thus, **the Sociality Corollary** is stated, "To the extent that one person construes the construction processes of another, he may play a role in a social process involving the other person" (Kelly, 1955, p.95). Regarding this corollary, Monte (1980) emphasizes that the basis of social interaction is interpersonal understanding, not simply shared experience. If a person can anticipate another's behaviour, he or she can modify his or her own behaviour in response (p.443). However, Kelly reminds us that we do not have to agree with other peoples' views, but we have to try to understand how they see things which defines a role and is related to their behaviour.

Two corollaries deal with the range of applicability; the Range Corollary and the Dichotomy Corollary. **The Range Corollary** states, "A construct is convenient for the anticipation of a finite range of events only"; and the **Dichotomy Corollary** states, "A person's construction system is composed of a finite number of dichotomous constructs" (Kelly, 1955, pp.68, 59). Kelly further explains that the two corollaries provide an approach to an analysis of the human thought processes. The range of experience to which a particular construct can apply is limited. Thus, a person's construction of meaning of events may only be applicable to a limited experience of such events. However, the dichotomy corollary implies that the individual persons will explore alternative interpretations of their experiences by using dichotomous or bipolar constructs.

The Organization and Fragmentation Corollaries elaborate the nature of the

construct system. **The Organization Corollary** states, "Each person characteristically evolves, for his convenience in anticipating events, a construction system embracing ordinal relationships between constructs" (Kelly, 1955, p.56). People organize their experiences in a hierarchical style in order to interpret events meaningfully. This corollary implies that individual persons may develop their own strategies in order to successfully anticipate events. For the **Fragmentation Corollary**, Kelly states, "A person may successively employ a variety of construction subsystems which are inferentially incompatible with each other" (p.83). People successfully anticipate events using their own system of constructs which may not seem logical to others. This suggests that two persons may differ in perceiving teaching according to their past experiences, their personal beliefs about education, their personality, and their ways of thinking.

Three corollaries are specifically related to change: the Experience, Modulation, and Choice corollaries. **The Experience Corollary** is stated, "A person's construction system varies as he successively construes the replications of events" (Kelly, 1955, p.72). According to Kelly, the important aspect is what a person can construe and revise from the constructions of the events that enrich the experience of one's life. Fransella (1981) explains that "simply being in a situation is not the same as having experience" (p.158). This corollary implies that if people have been in a particular situation without constructing the meaning from such experience, they are unlikely to learn and grow. This suggests that "a critical reflective capacity must be developed" (Yaxley, 1991, p.39).

The Modulation Corollary provides us with an idea of how variation occurs

when persons construe meaning from their experiences. The corollary states, "It is limited by the permeability of the constructs within whose range of convenience the variants lie" (Kelly, 1955, p.77). The notion of a permeable and impermeable construct is introduced to account for the limitations of change within the construct system. Bannister and Mair (1968) explain the two constructs: "a permeable construct is one which is open to the inclusion of new events, while an impermeable construct is one which cannot allow new elements or events to be subsumed within its range of convenience" (p.21).

In construing our world, we aim to make it more predictable and more meaningful for ourselves. **The Choice Corollary** states, "A person chooses for himself that alternative in a dichotomized construct through which he anticipates the greater possibility for extension and definition of his system" (Kelly, 1955, p.64). Here Kelly suggests that people tend to place value on the alternatives in their construct system which provide them with "the best basis" to anticipate ensuing events (Bannister & Mair, 1968, p. 18). It implies that although the choice that one person makes, and is regarded to be more meaningful to him or her, may not always seem reasonable to other people.

Language : A Means of Representation of Experience

James Britton (1970) claims that a person's construct system using Kelly's Personal Construct Theory is consistent with what he calls the world representation (p.17). For Britton, while we respond to the world, we also represent it to ourselves. In order to construe the world in which our behaviours are directed, we construct a

representation of it. Britton states:

> ...that we construct a representation of the world as we experience it, and from this representation, this cumulative record of our own past, we generate expectations concerning the future; expectations which, as moment by moment the future becomes the present, enable us to interpret the present. (p.12)

Like Kelly, Britton explains that one person's representation of the world differs from other's. The reasons are that we have had different experiences of the world and the ways of representing it are different. A person usually views the world in the light of what he or she has expected from the past experience.

Expectations based upon past experience are indicated as hypotheses which we test by confronting the world at that moment. The outcomes affect both our representation of the present moment and the accumulated representation of the world. Britton (1970) then concludes that "if what takes place lies entirely outside my expectations, so that nothing in my past experience provides the basis-for-modification, then I shall be able to make nothing of it; it might constitute an experience for somebody else, but for me it cannot" (p.15).

In construing events, Britton (1970) emphasizes that we use language as a means of bringing up to date our representations of such experiences. Through talking we can go back over events and make sense of them in a way that we were unable to while they were happening. As we talk, we try to relate events to our own experience. We create our own personal context for them. In doing so, Britton explains that we are using talk to "add the new event to a body of experience that exists very largely as the outcome of similar talk on past occasions" (p.30). Similarly, Fulwiler (1987) states that when persons articulate connections between a new idea and what they already know

from past experiences, they learn and understand it better. It is clear that to understand the world, we use language as a means to help us construct the possibilities of our own minds.

Summary

This study aims to understand the development of teaching perspectives of student teachers and the factors that contribute to such development during the practicum. In order to examine the perspective towards teaching of the student teachers while they are engaging the process of the last phase of the practicum, constructivism offers knowledge of the way people view and come to understand the world. According to a constructivist stance, preservice teachers enter a teacher education program equipped with certain beliefs about teaching and learning. However, as they encounter the real world of teaching, these prospective teachers often discover differences between their anticipation of events and the actual situation. Student teachers alter the way they think about teaching as they construct meaning from their practicum experience. In addition, individual students may interpret similar events differently according to their previous experiences, personal features, and belief system.

Furthermore, the opportunity to engage in an active learning process is perceived as influential to the development of a teaching perspective. These opportunities for learning occur in the inquiry process through interaction amongst the people involved, including student teachers, experienced teachers, and researchers. While the preservice

teachers try to construe meaning concerning teaching and teachers through their practicum experiences, reciprocally, as a researcher, I anticipate the world of the student teachers with my construct system. The construction of the meaning of events is a collaborative learning process. Therefore, I believe that conversations and a trustworthy relationship between the researcher and participants lead to a mutual understanding of perceptions about teaching.

The theories of personal construct (Kelly, 1955) and world representation (Britton, 1970) are seen as providing choices for a theoretical orientation that are valuable regarding the collecting and analyzing of data. The implications of the theories are briefly outlined as follows:

First, the repertory grid technique and self characterization developed by Kelly (1955) are adapted in this study in order to begin conversations with my participants and reciprocally to explicate their beliefs about teaching. Second, language is regarded as a means to bring the representation of the past experiences of the participants and various classroom events up-to-date and attempt to make sense of such experiences. Thus, collaborative conversations are considered a central way to gather data. Third, in an effort to understand the perspective towards teaching of my participants, the Personal Construct Theory and eleven corollaries will serve as a theoretical framework to examine how preservice teachers interpret the lifeworld of the practicum.

CHAPTER IV

RESEARCH PROCEDURES

> ... Enter into the world. Observe and wonder. Experience and reflect. To understand a world you must become part of that world while at the same time remaining separate, a part of and apart from.
>
> (From Halcolm's Methodological Chronicle
> In Patton, 1990, p. 199)

To inquire into how student teachers construct meaning from their practicum experiences, I was influenced by constructivism, particularly Kelly's (1955) Personal Construct Theory. The study was conducted under the premise that if one wants to understand the beliefs and behaviours of people, he or she needs to join their worlds. Qualitative inquiry was my choice of paradigms. Various methodologies suggested and inspired by constructivists and the qualitative research stance were applied in order to gather and analyze data. In this chapter, I will discuss the influence of constructivism and the research orientation on the study, then describe the research processes and methodologies utilized in this study.

Constructivism and Research Orientation

This study is based upon the philosophical views which are embedded in the constructivist stance. The fundamental assumption of this stance is that a person is seen as defining situations and indicating to oneself the meaning of such circumstances. A

focus is on an individual's interpretations of events, not the actual events themselves. As Kelly (1955) states:

> Experience is made up of the successive construing of events... It is not what happens around him that makes a man experienced; it is the successive construing and reconstruing of what happens, as it happens, that enriches the experiences of his life. (p.73).

Furthermore, multiple realities and the uniqueness of the individual's construction of meaning within the multiple contexts of social and cultural experience are considered significant in the constructivist stance.

For research, both researchers and participants reciprocally take a significant role in an "active participation in knowledge construction" (Shapiro, 1987, p.80), or as McKay (1990) identifies, "we are world makers" (p.40). The research process, therefore, is a learning process in which the researcher and participants are regarded to be learners. McKay (1990) further explains that "interpersonal negotiation" is a means through which the individuals seek to share and clarify their own construing of reality (p.40). In an attempt to understand how student teachers perceive the reality of teaching in the practicum session, Kelly (1963) offers a useful guideline. Kelly emphasizes that with the help of a caring guide, a person can find his or her own ways of construing events. This process can be seen as a collaborative effort because the guide can also strive to understand the participants' construing of such circumstances. In the collaborative effort, many approaches are utilized in order to assist the prospective teachers to speak for themselves, or to bring about what Vygotsky (1962) calls "inner speech" (p.44), or what they say to themselves in a given situation.

Qualitative inquiry is seen to be consistent with the purposes of this study. This particular research methodology, as asserted by Greene (1988), is concerned with "meanings as they appear to, or are achieved by, persons in lived social situations" (p.175). The aim of the inquiry is to discover some new insights, not to verify a predetermined theory or idea. The characteristics of qualitative research as distinguished by Bogdan and Biklen (1992) are: 1) The study is focused on interpretations of meaning within natural settings and the researcher is a significant research instrument; 2) The gathered data are descriptive; 3) The focus is on the process rather than outcomes or products; 4) The analysis of data is inductive; and 5) The essential concern is about "meaning" which is derived from participants' perspectives (pp. 29-32).

The characteristics as outlined above seem to be consistent with the constructivist perspective (McKay, 1990) and they provide a general framework for the research design. In my inquiry, although a variety of methods were used in gathering and analyzing the data in the research process, as a researcher, I considered myself the key instrument (Bogdan & Biklen, 1992; Guba & Lincoln, 1982). As a researcher and learner, I spent four months in the practicum site in order to be, as much as possible, in the lifeworld of the student teachers. As Guba (1979) asserts "all phenomena are contextually determined" (p.267), or in other words, a person's behaviour can best be understood when it is observed in the setting in which it arises. In addition, since I considered myself the key instrument, I perceived the interrelatedness between the researcher and participants as significant to the study. Thus, I needed to establish a good relationship with my participants. Buber (1970) in his "I-Thou paradigm" emphasizes, "Relation is reciprocity" (p.67) as he acknowledges the significance of the

quality of the relationship between the participants in the study and the researcher. Throughout my inquiry, I valued "caring" as a means to build a good relationship and gain trust between the participants and myself.

The process of the study also was considered significant since it assisted an explication of student teachers' beliefs as they were translated into their teaching behaviour. Thus, as the researcher and participants collaboratively attempted to interpret the meaning of teaching experiences during the practicum, teaching perspectives were revealed from the point of view of insiders. In addition, gathered data which were based on conversations, classroom observations, and journalling were descriptive in the choice of words rather than number. Further, the researcher entered the field with no intention to search out evidence to prove or disprove any prior hypotheses; rather, the findings were derived from a process of gathering and analyzing data. This discovery tended to hold a significant perspective within the context because the emergent ideas were grounded in the gathered data. The research procedures are described in the following section.

Research Procedures

Gaining Entry and Establishing Rapport

According to Bogdan and Biklen (1992), gaining access is considered significant for the success of the study, particularly during fieldwork. In this study I found I needed to gain entry and establish rapport with the people involved in the practicum both at the college and school, and with the individual student teachers.

I had previously been involved in the practicum at the teachers' college where this study took place. Some of my responsibilities in the area of the practicum were planning and organizing the seminars for cooperating teachers, the orientation sessions for student teachers, and meetings between the faculty staff and the school administrators. In addition, I was involved in the supervision of student teachers. Such opportunities allowed me to get acquainted with the people, systems, and situations. I found that knowing the processes of the practicum and the people who are involved in field experiences enabled me to easily gain entry for this study.

Prior to travelling to Thailand to pursue my inquiry, I contacted my colleague, the Associate Dean of the Faculty of Education (Field Experiences) to inform him about my research. In order to arrange the tentative plan, I requested information about the student teachers entering the last phase of the practicum in term 2 in 1991 and data about their placements and the duration of their practicum. Initially, I intended to do the study with the students in the elementary education program. However, I had to shift my investigation to secondary education students for two reasons. First, I have been in the area of elementary education since I first began my teaching profession. I believed that by working with students in an area other than my field of expertise, I would learn more about the diversity of teaching perspectives of preservice teachers. Second, my research schedule was congruent with those of the secondary schools practicum. Due to the schedule at the beginning of the school in term 2, and the intent of my inquiry to begin my conversations with the student teachers before they taught any classes, I was advised to do research with secondary education students. Accordingly, the decision was made that I do my research in the "Midcity Secondary

School" and this was satisfactory to me.

This particular school is highly regarded by our college staff as one of the best practicum sites for students. The administrators of the school have been very cooperative with the college by providing opportunities for preservice teachers to experience life in the school during early field experiences and student teaching. The school is categorized as a very large school with an enrolment of 3500, 198 teachers, and 72 classrooms. The first day I entered the school, I presented the letter from the Department of Elementary Education, The University of Alberta to the Director of the school to obtain permission to conduct the study for a period of four months. I was warmly welcomed by the school administrators and staff and it appeared to be an appropriate site for my research. In addition, I was grateful to have access to the computer centre in the school in order to record my data during my study.

Selection of Participants

In selecting the participants, two main criteria were used as a guideline. First, I based my selection of participants on the willingness of the individual preservice teachers to share their thinking and experiences with me. At the first meeting on the first day in the field that I had with all the student teachers who were placed in the "Midcity Secondary School", I presented an overview of the nature of the study and asked for volunteers to participate in my inquiry. All the student teachers showed a willingness to work on this project. However, as the intent of the study was to gain an insight into the way student teachers construct meaning from their practicum experiences, I felt that it was necessary to limit the number and setting.

The second criterion in the selection of participants was guided by the strategy of "homogeneous samples" (Patton, 1990, p.173). The purpose of using the strategy of selecting a small homogeneous sample was to study a particular subgroup of student teachers in depth. Apart from the five Educational Psychology and Guidance student teachers, the other students were in two-year programs after an associate degree in Industrial Arts Education and Physical Education. The purpose of my study was to examine the development of teaching perspectives of student teachers who enroled in a four year program. I therefore chose students in the area of Educational Psychology and Guidance as my subgroup of prospective teachers. I believed that minimizing such variables as the nature of the program, would enable me to gain an in-depth understanding of how the focus group develop their perspectives towards teaching during their practicum.

Three female student teachers who were majoring in Educational Psychology and Guidance and were placed in the "Midcity Secondary School" during the last phase of their practicum in term two in 1991-1992 were the participants in my study. Initially, I began my study with five student teachers in this same major area, one male and four females. The male student, whom I wished to include as one of my participants, was in an accident during his ninth week in the field. As he could not complete the practicum and I could not follow him through to the end of the field experience, I had to omit him from this study. Of the four female students, one had difficulty managing the time for interviews and classroom observations. With this inadequate information I also had to exclude her from my study. Thus, the study focused on three student teachers: Kanchana, Ployporn, and Tichanan. A detailed description of these three

participants is found in Chapter 5. In addition, I asked the cooperating teachers who worked closely with these student teachers to be my other participants. I was assured by all five cooperating teachers that they were willing to participate in my study.

In order for the participants to feel comfortable and not to be threatened by my presence in the practicum site, I made it known from the beginning that I would not be involved in any assessment of the student teachers, but rather I took the role of "a participant observer" (Spradley, 1980, p.53). In terms of "participant observer", Spradley (1980) indicates two purposes of the researcher: 1) to engage in activities appropriate to the situation; and 2) to observe the activities, people, and physical aspects of the situation (p.54). My role as a researcher was to try to help the participants articulate their internal views of teaching and to enable them to interpret and find meaning from their teaching experiences.

Furthermore, Bogdan and Biklen (1992), and Wilson (1977) remind us that it is important to build trust between the researcher and the participants and that the participants need to value the researcher enough to be willing to share their thoughts. During the very first meeting with the student teachers I reassured my participants that the findings of this study would not be utilized to affect them or to hurt other people, but they could be beneficial to the modification of education for preservice teachers. In addition, during the field study I usually spent the full day in the school interacting with both the student teachers and school staff, and working with the data that I had gathered. Apart from the formal interviews and classroom observations, on many occasions I met informally with my participants, for instance I had lunch and informal conversations with them.

Data Collection

Various techniques for collecting data were utilized in order to obtain "multiple types of data" (Patton,1990, p.186). The combination of methodologies in the study of the same phenomena is seen as a strength of the study. Denzin (1970) identifies the use of multiple strategies as "methodological triangulation" (p. 307). Such a strategy is explained as follows, "Methodological triangulation can take many forms, but its basic feature will be the combination of two or more different research strategies in the study of the same empirical units" (Denzin, 1970, p. 308). In my inquiry, methodologies of data collection included repertory grid conversation, self-characterization, classroom observation, interview, and journalling.

1. Repertory Grid Conversation

In this study, the repertory grid technique (Kelly, 1955) was used as a vehicle for gaining understanding of the individual student teacher's personal constructs. According to Kelly, significant knowledge about individuals derives from comprehending the unique way in which they see and construct their world. In order to facilitate the interpretation of meaningful events, a collegial relationship between the researcher and participants needs to be established. Thus, repertory grid conversations not only assist the explication of people's beliefs but also initiate collaboration amongst the people involved.

Repertory grid conversations were utilized three times throughout my study. At the first meeting with the individual student teachers, each participant was introduced to the technique. Prior to teaching classes the grid technique was adopted for the

purpose of searching for conceptions of teaching that guided the preservice teachers. Following Munby's (1983) application of repertory grid technique, I asked my participants to write brief statements of what features of an ideal classroom and ideal teaching I might see were I to visit their classes. Each student teacher wrote those statements down on index cards, one statement on each card. As Munby (1983) suggests in a use of the repertory grid technique, "constructs are generally elicited during discussion of the groupings" (p.20). I then asked my participants to group the elements together. After the groupings, our conversation began. Such dialogue after the repertory grid helped the student teachers articulate their beliefs (Munby, 1983) and enabled the researcher to understand their views better. I asked these prospective teachers to explain how and why the statements were grouped, and, in their perceptions, what were the most important factors in the teaching and learning process and why. The conversations were audio-taped and usually they were from one to one-and-a-half hours in duration.

The second repertory grid conversation took place during the seventh week of the practicum after the participants had experienced classroom teaching, had interacted with children, and had taken the teachers' role for several weeks. At that time the purpose of using this technique was to explicate the preservice teachers' thoughts about "good students" and "good teachers". The conversation began as each participant was asked to think about the student or students whom they knew, or to create an image of ideal students. Then the student teachers wrote the statements about those particular students and there was a discussion about what the participants thought were the most and least significant characteristics of good students. The discussion

about "good teachers" proceeded similarly.

Before the practicum ended, the grid conversation was used in order to explicate the meaning that the novice teachers constructed regarding a teacher's role and classroom teaching (Monte 1980; Pope & Keen, 1981) and to enable the investigator to see the changes in the student teachers' perspectives and the effect of the student teaching experience. The method and topic were the same as those used the first time. Before I began the session, I read the statements as indicated by the participants and the groupings they made from the first repertory grid conversation to them. Then, the process was repeated in order to discover the changes regarding their conceptions about teaching. The conversations were taped and each lasted for about an hour.

2. Interviews

Repertory grid conversations coupled with formal and informal interviews were a major source of data for this inquiry. Apart from the three repertory grid conversations, each participant was interviewed formally five times, usually after each classroom observation. The purpose of interviewing was to seek information that could not be observed, and to encourage the participants to reflect on their teaching in order to clarify their ideas behind their actual practice. Such conversations were vehicles for novice teachers to learn to think about teaching experiences. They were opportunities for the participants and researcher to think together which stimulated new conversations (Britton, 1970) and which, in turn, helped the student teachers to "internalize more flexible, mature ways of interpreting experience" (Bolin, 1988, p.52).

For the formal interviews, I usually generated some questions as guidelines

during the conversation. The interview guide or guided questions served as a framework to ensure that the major issues were discussed (Patton, 1990). Thus, the three participants were asked similar questions, although phrased slightly differently but within the same framework. The interviews usually lasted for about one to one-and-a-half hours. All the interviews were audio taped and each tape was transcribed, and later the transcriptions were validated with the informants.

Informal conversational interviews were used to seek information from the individual student teachers according to a particular context. The amount of time, the occasions, and content varied from person to person, depending on what emerged from observations in particular classroom settings or what developed logically from previous discussions. In most cases, I maintained maximum flexibility to be able to obtain information and help the conversations flow. The majority of these conversations were either taped and later transcribed, or were noted in my field notes.

In addition, interviews with the cooperating teachers who worked closely with the participants were conducted twice during the field experience period: in the second week and after the practicum ended. The purpose of interviewing the cooperating teachers was to encourage them to reflect upon the experience of working with the preservice teachers. The conversations were guided by various issues including their perceptions of the teaching and learning process and of the teaching profession, their expectations of student teachers, their reflection on student teachers' teaching capability and on the diversity of classroom pupils, and their views on teacher education in general. The interviews with the cooperating teachers were audio taped and later transcribed, and each interview lasted about one-and-a-half hours. The first

transcriptions of the taped interviews were shared with the cooperating teachers and they were used to form the basis for the second interview with each cooperating teacher.

3. Self-characterization

Self-characterization was another technique applied from Kelly's (1955) Personal Construct Theory. As suggested by Kelly, researchers should question the participants in order to make it possible to explicate their thinking. The purpose of using self-characterization in my study was to gain an insight into the preservice teachers' beliefs about "effective teachers" or "ideal teachers". I believed that people's dreams were significant in influencing their thinking and actions. After the decision was made that I would do my research with student teachers in a secondary education program, by personal letter I requested that my colleague at the teachers' college ask the student teachers who were placed for student teaching in the two secondary schools which I was considering for my study, to write an essay on the topic, "The Teacher I Want to Be". This event took place during the pre-practicum seminar in October, 1991. When I arrived in my hometown in Thailand, twelve essays were waiting for me to read. Fortunately, all three student teachers whom I selected as my particular participants did write and share their images of an ideal teacher with me.

When I was reading the writing of the individual student teachers on their portraits of ideal teachers, I followed Kelly's techniques in the analysis of self-characterization. In order to construct meaning from these writings, I observed the "sequence of content and transitions from topic to topic" (Kelly, 1955, p.330). In doing this I came up with interesting questions to use as a focus with my participants during

formal and informal interviews. I valued self-characterization as a means to seek more information regarding the preservice teachers' convictions about teaching.

4. Classroom Observation

Observation of the preservice teachers in the classroom setting is considered to be a significant way to examine the connection between beliefs about teaching and actual practice. The participants were observed once every two weeks and for each visit I spent a full period of 50 minutes in their classrooms. Generally, when I was observing in the classroom I played the passive role of "participant as observer" (Denzin, 1970, p.190). I merely observed and took notes about what was going on in the classroom, particularly behaviours of both students and teachers, their interactions with one another, and the approaches that were applied in each class. However, as I became familiar with both classroom students and novices, sometimes I was asked to participate in classroom events. For instance, I was asked to share my opinions about "how to learn successfully" in M.2 (grade 8) classes and to share my experience about "Life in Canada" in M.3 (grade 9) classes.

Direct observation was a strategy that enabled me to enter the lifeworld of my participants in their specific classroom settings. As I was accepted as a "categorical member of the community" (Denzin, 1970, p.192), good rapport between the participants and myself was established. Consequently, the preservice teachers felt at ease in discussing some problematic situations I had witnessed, for instance problems of class control, teaching techniques for particular content, and the effect of their teaching. Furthermore, through classroom observations, I could see how the concrete teaching

behaviours of the student teachers varied from their idealistic concepts about teaching. This led to some interesting conversations that ensued in the following days and weeks.

5. Journals

Journalling was used in my study by both the researcher and the student teachers as another important tool that complemented other field methods. During the first meeting with my participants I asked them to write a daily or weekly journal to record their experiences and feelings while they were working in the field. Cooper (1991) claims that "journals allow us to examine our own experiences, to gain a fresh perspective, and by that means begin to transform the experiences themselves" (p.99). It was hoped that writing a journal would enable the student teachers to reflect upon their teaching experiences for it was through "expressive language" that prospective teachers were encouraged to explore ideas and expose their thoughts for further clarification and refinement (Carswell, 1988). I believed that while these novice teachers were writing they would attempt to talk and listen to their inner selves (Yinger, 1985) in order to develop a new understanding that could shape their own thoughts. In most cases, journalling went well through the eighth week of the practicum. Every Monday the participants handed in their journals for me to read and write a response. I found that the journals were used as a personal place for these preservice teachers to reveal their fears, uncertainty, pleasure, sadness, failures, and successes. Sometimes I provided them with focus questions to be used as a guide for them to write about their experience in order to extend their writings in various areas of the practicum experiences.

However, as these student teachers encountered a variety of teachers' tasks including classroom teaching, working in the Guidance Unit of the school, assisting in the office of registration, and being involved in various activities in the school, they felt overwhelmed by the workload. Therefore, a request to stop writing in their journals was voiced. Although I was aware of the significance of journalling for their learning and for me as a passage into the individuals' thinking, I felt I had to let them discontinue this activity. However, I assured them it was fine to write whenever they wanted to express their feelings and whenever possible to continue sharing their entries with me. The journals, however, were used during our formal interviews. In most cases, in their journals, I asked them to write their biographies, a description of their favourite teachers, about their dreams of becoming a teacher, about their successes and failures in classroom situations, and often, conversation emerged with these stories as a base.

As a researcher, I kept field notes in which I recorded what I had observed in the field, and in a separate section I wrote my reflections and my thinking about what I had observed and learned from various settings and the people in the field. Keeping field notes or a "field journal" (Tardif, 1984, p.45) while doing this study, was beneficial for me because I could record my feelings, reflections, and comments about what was observed. In addition, most of the time I used my field notes as a place where I could ask myself some questions or note some unresolved dilemmas. Field notes served as a valuable data source for my study. Furthermore, in agreement with Tardif (1984), I discovered that field notes prove to be most valuable in the later stages of data analysis.

Analysis of the Data

Merriam (1988) states, "Data analysis is the process of making sense out of one's data" (p.127). Striving to understand the accumulated data better, I attempted to organize the data in a systematic process. In doing so, I turned to Bogdan and Biklen (1992), Merriam (1988) and Patton (1990) for assistance. These authors suggest many approaches that analysts can utilize to organize and analyze data. As Patton (1990) suggests, "Each qualitative analyst must find his or her own process" (p.381), I therefore developed strategies of analyzing the data. The processes of data analysis I applied are described in the following section.

1. Data Analysis in the Field

The analysis of the data began when I was in the field. As soon as I entered the field, I turned to a set of initial research questions I brought and assessed the relevance of these questions (Bogdan & Biklen, 1992) to my fieldwork. At this stage the first question was modified to correspond with the purpose of the inquiry and the definition of "teaching perspective" which incorporates beliefs and actions. I intended to investigate the student teachers' teaching perspectives prior to teaching the classes however at that time I could not observe their actual teaching behaviours in the classrooms. Thus, I slightly altered this particular question from "What are the student teachers' perspectives towards teaching before the practicum?" to "What are the student teachers' conceptions of teaching before the practicum?"

Concurrent with the process of collecting data, I also analyzed the gathered data regularly. I usually began with my field notes and transcripts of interviews by

writing some comments, inquiries, and memos in order to alert myself to what I had learned from the participants' experiences. These personal notes served as guidelines for me to plan the following data collection sessions, particularly the formal or informal interviews. In addition, as suggested by Bogdan and Biklen (1992), through my personal inquiries I developed case problems and tried them out on my participants. For instance, I asked Ployporn to imagine herself in a classroom situation where students were unlikely to listen to her or allow her to begin the lesson and where the class was disruptive. I asked, "If you are to teach that class what will you do?"

Further as I was aware that I would have to return to the University of Alberta shortly after the fieldwork, I attempted to organize the data during the third month in the field. The effort was made to follow the steps of the process of "content analysis" (Patton, 1990, p.381). This meant I had to read my field notes, and transcripts of taped interviews. Then I identified codes and gave a label to each code and grouped the codes together. From the groupings I developed an outline to describe each participant. Originally, my descriptive portrayals of the three student teachers were written in the Thai language. During the last week of the practicum I presented the descriptions to my participants to read and verify the accuracy of the content. A few changes were suggested and the three student teachers were pleased about what I had written about them.

As soon as I arrived in Canada, I tried to translate these narrative descriptions into English. I found it difficult to translate the thoughts into another language. Although I attempted to maintain an accurate meaning for the words, I felt something was missing. I believed that some of the sensitivities of the spoken language which

showed a richness of emotion and feeling hardly remained. However, I felt confident that the meaning of conversations and stories were there in the descriptive portrayals of the participants.

2. Analysis of Self-Characterization

Kelly's (1955) techniques of self-characterization analysis were adopted as a framework to examine the essays written by my participants. Kelly (1955) suggests three areas of analysis: contextual analysis, thematic analysis, and dimensional analysis. By contextual analysis, Kelly (1955) means that a person places an emphasis on what he or she regards to be significant by identifying topical sentences. I was interested in discovering the student teachers' selection of the context within which they characteristically identified themselves. The following topical sentences were written by my participants:

> I want to be the best teacher. (Tichanan)
>
> I want to be a good teacher for my students and my country. (Kanchana)
>
> I dream of becoming the teacher of the year. (Ploypom)

Thematic analysis is concerned with themes or cause-and-effect relationships. As I analyzed the participants' writings, I searched for reasons and explanations given by the prospective teachers. Also, as recommended by Kelly (1955), I examined their writing to see how the student teachers interpreted events in order to construct meaning from them. What model did they use to interpret or attempt to understand situations: an historical explanation, personal influence, chance, or their own actions?

Dimensional analysis is the process which Kelly (1955) perceives as valuable in enabling the researcher to understand how people construct their own meaning. In dimensional analysis, I examined the similarities and contrasts amongst the participants' ideas from the beginning through to the end of their writings in order to gain a better understanding of how the individuals perceived teaching.

3. Content Analysis: Developing Categories

After the process of gathering data, the intensive analysis of the data began. Merriam (1988) states that category construction is a form of content analysis, in other words, in order to develop categories, a researcher needs to examine the content of the data. I began developing coding categories by laying out the pages of field notes, transcripts of taped interviews and repertory grid conversations, and journals. I numbered these documents sequentially, for instance the first interview with Kanchana on November 6, 1991 - IK1, 6/11/91. Then I began numbering each line of the entire documents and read through all the pages several times. As I was reading, I added reflections and queries in the margins, and searched for the frequent use of certain words, phrases, patterns of behaviour, and ways of participants' thinking. These patterns and repeated thoughts were then transformed into categories. At this stage, the "file card system" as suggested by Bogdan and Biklen (1992) was adopted in order to organize the codings. I wrote the categories, or patterns, or "units of information" (Lincoln & Guba, 1985, p.132) onto 5"x 7" index cards. Categories ranged from situational factors (who, what, when, where) to those representing concepts or themes. On the top right hand corner of each card I put down the sources of the unit of

information (e.g. IK1, 6/11/91, p.1 L.10 - The first interview with Kanchana on November 6, 1991, page 1, Line 10). Different colours of index cards were used to identify each individual student teacher.

The next step was to develop categories which involved "the development of conceptual categories, typologies, or theories that interpret the data for the reader" (Merriam, 1988, p.133). In developing categories, the comparative techniques suggested by Lincoln and Guba (1985) were followed. To devise categories, I worked with the index cards from the unitizing process by giving names or labelling them and grouping the cards together. The groupings were processed by a "look/feel-like" (Lincoln & Guba, 1985) unit of information.

Throughout the process of developing categories, I was aware of the connection between the categories, the research goals, and questions. The emergent categories were used reciprocally with statements derived from self-characterization analysis in reporting the case studies and discussing the themes.

4. Case Studies

After the categories were developed in the process of "content analysis" and the statements in the analysis of "self-characterization" were identified, I focused on developing case study reports on the individual student teachers. To the descriptive accounts of the three student teachers that I had developed and translated into English, I added more information which emerged during the process of developing categories. The purpose of reporting the descriptive portrayal of each participant was to provide the readers with in-depth information or a "thick description" (Geertz, 1973, p.6) of a

"unique and holistic entity" (Patton, 1990, p.387). In terms of the individual participants, the emergent themes included personal features, life experiences, conceptions of teaching prior to the practicum, expectations, concerns about the practicum, and perspectives towards teaching.

The cross-case analysis (Patton, 1990) was organized by sorting the index cards with code categories across cases which could be grouped together. While I was working with the cards and doing the codings I observed recurrent statements, certain experiences, beliefs about teaching and classroom teaching behaviours, perceptions about characteristics of good teaching and effective teaching and problems in the classroom settings that seemed to hold particular significance for each of the participants. These became "emergent themes" (Everett-Turner, 1984) which were identified as perspectives towards teaching and factors contributing to the changes of teaching perspectives of the student teachers. The corollaries of personal constructs (Kelly, 1955) served as a framework to explain how individuals construct meaning about teaching.

Triangulation

With respect to the credibility of qualitative research, Guba and Lincoln (1982) suggest triangulation as another means to increase credibility and confirmability of the study. In terms of triangulation, Denzin (1970) identifies four areas to assist the triangulation of an investigation of phenomenon: data triangulation - the use of multiple sources of data; investigator triangulation - more than one researcher or observer; theoretical triangulation - multiple theoretical perspectives; and methodological triangulation - the use of multiple methods of collecting data.

In my study, the use of data triangulation referred to multiple sources of data that were gathered, including persons involved in the practicum (the student teachers and cooperating teachers), the natural settings of the classrooms and school, and the ongoing process from the beginning of the practicum until the practicum ended. In addition to data triangulation, multiple methodologies were adopted from qualitative research stance and Personal Construct Theory (Kelly, 1955) in order to obtain data needed for the study. Such techniques that were applied in my study included repertory grid conversation, formal and informal interviews, self-characterization, classroom observation, and journalling.

Summary

In this inquiry qualitative research methodologies were selected to be used in order to understand how the preservice teachers perceived teaching before the practicum and how their perceptions about teaching changed through the practicum experiences. Fieldwork is significant and requires various approaches, for instance gaining entry, establishing rapport, and selecting participants.

Three student teachers majoring in Educational Psychology and Guidance who were entering the last phase of the practicum in the "Midcity Secondary School" and their cooperating teachers were the participants of this study. As a qualitative researcher, I spent four months in the school with my participants in their natural settings. The procedures of data collection included repertory grid conversations,

interviews, self-characterization, classroom observations, and journal writing.

In analyzing the data, Kelly's (1955) techniques of self-characterization were used to examine the essays written by the participants. In addition, the process of developing categories (Bogdan & Biklen, 1992; Merriam, 1988) in "content analysis" (Patton, 1990) enabled the researcher to organize the data until the themes emerged (Spradley, 1980).

CHAPTER V

THE THREE STUDENT TEACHERS

> ...understanding the origins of student teacher perspectives is largely a product of understanding the impact of biography - those experiences that have directly influenced an individual's thinking about teaching and schools.
>
> (Knowles, 1992, p. 102)

The purpose of this study is to investigate the development of preservice teachers' teaching perspectives while they experienced the last phase of the practicum. The individual prospective teacher is unique in that each described and interpreted teaching differently according to personal characteristics, beliefs about education, and personal experiences with schools and teachers. In order to understand the meanings of teaching and of being a teacher that the student teachers in this study constructed for themselves during their practicum experiences, it is essential to reveal the background and context which formed each student teacher's perceptions and attitudes about teaching and how these ideas evolved over time in a provisional situation. In this chapter there is a brief description of each participant, including biographical information, practicum experiences, perspectives about teaching, and expectations regarding the profession.

Kanchana

Kanchana's Early Life

From a family of six, Kanchana, along with two of her brothers, was raised by her aunt and uncle as her parents were unable to support them financially. Her uncle, a primary school teacher, fostered the warm family environment in which she grew up. Kanchana believed that her uncle was a strong model for her, and provided part of her incentive to become a teacher.

Kanchana began her education in a mid-sized elementary school in a remote area in one of the provinces in the Northeast of Thailand. Learning amongst twenty students, she was impressed by one teacher in particular. She spoke of this shared experience.

> A Thai Language teacher was a favourite among the students. His teaching technique encouraged students to do well. He gave rewards to students who did well in his class. (17.01.92)

During Kanchana's secondary schooling, she attended three different institutions. Yet she had fond memories of her teachers. She liked her grade seven Physical Education teacher. He was her favourite because she enjoyed the subject as well as the way in which he taught the class. Kanchana was also impressed by her Science teacher and she remembers how he taught her to write paragraphs.

Kanchana believed that students like or dislike teachers not solely on the basis of whether or not the pupils achieve good marks in a particular class. She thought that what makes a teacher favourable in the eyes of students is the instructional methods that the teacher uses. In grade 9, Kanchana liked her Math teacher very much. She would look forward to going to Math class, as she enjoyed the stories her teacher used to tell at the beginning of each class. Yet she still ended up failing that class.

Kanchana always attended school with a positive attitude, whether she was going to a rural school or an urban one. She remembers fondly one school in particular that she attended for grades 8 and 9. It was a fairly new school which was quite small and because of its size the students and teachers had very good rapport with each other.

As a Student Teacher

Kanchana wanted to become a teacher from the time she attended elementary school. Besides the impression her teachers made on her throughout her years of schooling, she felt that the teaching profession was a good choice for a young woman.

> I want to become a teacher because of my gender. Also, my parents think that teaching is a better career for women. I also think that teaching will suit my personality. Many of my teachers in previous school years have impressed me, therefore my incentive to become a teacher increased. (20.12.91)

Teaching seemed to be a life long dream for Kanchana. She shared the memory of her childhood dramatic enactments with me. "We liked to play student-teacher. I always competed with my friends to act as their teacher" (31.01.92). Kanchana further recalled past experiences which revealed her desire to teach.

> I think I like to teach children. Sometimes I tutored my cousins at home. I remember many years ago, I took the bus to Bangkok. There was a little boy who sat with his father trying to reach out the window. I shouted out loud. "Keep your arms in. It's dangerous." My girlfriend laughed at me and reminded me that the child was with his dad. (31.01.92)

After graduating from secondary school, Kanchana decided to take the entrance examination to enter the Faculty of Education at the university. She failed the examination and therefore decided to try the teachers' college where she was accepted

and has been in attendance for four years. She is majoring in Educational Psychology and Guidance.

While she attended college, Kanchana was quite impressed with the institution, the professors, and dormitory life. After she adjusted herself to college life and began to settle down in her new surroundings, she became a dedicated student and received good grades in various courses.

Kanchana the Person

Prior to leaving college for their practicum in the schools, the student teachers who would be practice teaching in the same school selected one student to act as the head of the group. Kanchana was elected by nine of her peers to be their leader. Her duties included acting as liaison between her colleagues and the school as well as the teachers college. Kanchana showed the leadership which enabled herself and her colleagues to accomplish the assigned tasks throughout the period of the practicum. She shared ideas with her colleagues in order to work on projects. She asserted that she encouraged the various members of the group to work cooperatively.

Kanchana's appearance was very fine as she was always appropriately dressed, clean and neat. During my class observations and personal interaction with her, she appeared calm, controlled and stable. Kanchana's cooperating teachers had faith in her and believed her to have qualities that would make a good teacher. Mrs M., her M.2 (Grade 8) Social Studies cooperating teacher remarked, "Kanchana has a good personality. I am sure she will be a good teacher in the future. She always teaches the classes attentively, and remains calm" (17.03.92).

Kanchana seemed assured of her personality and appeared to possess the qualities needed to be an effective Guidance teacher. She believed that she could keep any secret divulged to her by students. Regarding her decision to become a school counsellor, she asserted, "Being a caring person, I think that I can be a good school counsellor" (06.11.91). Her Guidance cooperating teacher stated:

> Kanchana has several significant characteristics of a good guidance teacher. She works conscientiously. I believe she has the heart of a good guidance teacher who loves to help students. Her students see her as approachable. If she isn't sure about anything she would seek advice. I think this is good for her as a student teacher and for the students who come to her as well. (17.03.92)

The Teacher I Want to Be

Kanchana's dream of becoming "a good teacher" appeared in her writing. Her topical sentence was, "I want to be a good teacher for my students and my country". She categorized seven characteristics which she identified with "a good teacher", and which she hoped to possess in the future. First, Kanchana indicated that she would like to be a teacher who possesses capabilities that could help students learn. She emphasized that the most significant aspect of a teacher is to be a responsible person who can facilitate children's learning. Second, Kanchana hoped to become a teacher with the potential to assist students to comprehend the curriculum and knowledge that is useful in their everyday lives. Third, as Kanchana had been educated to be a school counsellor, she stated that a teacher should establish a good relationship with students. The qualities of a trustworthy person were perceived as significant features of Kanchana's image of an ideal teacher. Fourth, Kanchana desired to be a good example

for her students in various areas, for instance as a responsible and conscientious person. Fifth, she proposed that she would be the teacher who treats children with respect and without discrimination. Sixth, Kanchana hoped to become a teacher who would devote time to the promotion of her students' learning. Finally, as a person Kanchana hoped to be a teacher with confidence in her teaching capability.

Since Kanchana noted that a teacher is a very important person who helps students learn, after she interacted with her students in many of her classes, Kanchana's description of an ideal teacher remained the same in most areas. She spoke of good teachers during her seventh week in the school:

> Effective teachers commit themselves to teaching. They are knowledgable and have the ability to help students learn. Also, they have a love and respect for children and make each child feel special. Good teachers always make it fun for children to learn something. (18.12.91)

Kanchana asserted that if teachers have committed themselves to teaching, it is likely that students can learn effectively. She further explained:

> A good teacher is well prepared before coming to class. She always prepares what to teach, how to teach, and organizes the materials she needs properly. Also the language she speaks is appropriate to the individual group of students. It will make things easier for both the teacher and the students. (26.02.92)

However, as Kanchana discovered, with a diversity of students, a teacher not only needs to be ready to teach but also needs to be able to adjust plans and strategies according to the specific students being taught. Accordingly, she came to realize that it is important for a good teacher to be flexible.

Conceptions of Teaching prior to the Practicum

The first repertory grid technique was employed with Kanchana in the first week of her school experience in November, 1991. In grouping the elements (Kelly,1963) of her beliefs about teaching and an ideal class.. .n, Kanchana organized the statements into three groups: "class activities", "teacher", and "classroom". She ranked "class activities" as the most important factor followed by "teacher" and "classroom". However, Kanchana believed that the aim of teaching was to help "students" learn effectively, hence she interwove "students" in each area of the teaching and learning process. Kanchana perceived class activities as a vehicle for learning, and the teacher as an important person who helps students learn. She saw the classroom as a place where students learn. The three elements of the teaching and learning process as perceived by Kanchana are described below.

Element I: Classroom Activities as a Vehicle for Learning

Kanchana stated during the interview after the first repertory grid that "learning activities should be meaningful for students" (06.11.91). She further explained that a teacher needs to understand the subject matter thoroughly in order to plan the lesson and organize learning activities. In addition, they need to "understand the development of students at different age levels, their characteristics, their interests, and their needs" (06.11.91). Kanchana suggested that "the activities should fit with learning abilities of the students and their interests, the content, and learning objectives" (06.11.91).

In addition, Kanchana stated that "all students should be encouraged to actively participate in class activities which expect to help the students learn better" (06.11.91).

Kanchana further explained that "the teacher should give individual students opportunities to participate in class activities to enhance their learning" (06.11.91). In order to encourage students to take part in various activities, Kanchana suggested that teachers should introduce challenging projects which would strengthen the students' interests. Also the activities should accomplish the objectives being taught.

Element II: A Teacher as a Person who Helps Students Learn

Kanchana ranked the teacher as the second most important aspect in the teaching and learning process. Although she perceived learning activities as the most important, Kanchana believed that the teacher is the one who plans and organizes activities for students. Kanchana said, "A teacher is the one who teaches the class, it is her duty to plan the activities for each class" (06.11.91). Further, as a planner or organizer, Kanchana stated:

> The teacher selects the activities according to the subject matter, the learning objectives, and the students, then she tries to understand how to bring the activities into practice in the classrooms to help the students learn. (06.11.91)

In addition, Kanchana emphasized the ability of the teacher to organize activities within a time frame.

> The teacher needs to be concerned about the amount of time for the particular lesson or the planned activity. Also she has to think about how students can participate in each activity. If some materials are needed, the teacher should be equipped before the class begins. (06.11.91)

Kanchana also considered a good relationship between the teacher and students as a significant factor that promotes student learning. She explained:

> A teacher who can do a good job in teaching knows about the nature and needs of the students in his or her class. A good relationship can be established because of the teacher's personality. The teacher should be friendly and have positive facial expressions such as a smile. Also, to often talk to students helps a teacher understand individual students more. (06.11.91)

In addition, Kanchana valued an understanding of each student's uniqueness and the diversity of her students; therefore, she always matched "good teachers" with "caring for students". In her words:

> The individual differences among the students should be important to the teacher. Also, the teacher should provide the best possible experience for the students in order to help them learn. (06.11.91)

During the first few weeks Kanchana introduced several activities in order to enable both the students and herself to get to know each other better. She spoke of gaining the trust of her students as one of the strategies to deal with the problem of those who were misbehaving.

> It is important to know them (the students), to know about their lives by talking to them personally. Once they trust in you I am sure they will discuss their problems with you. Then, you can find ways to help solve the problems. (06.11.91)

Element III: A Classroom where Students Learn

One of the statements Kanchana made during the first repertory grid conversation is the importance of the classroom for teaching and learning. Prior to teaching, Kanchana shared with me a picture of her ideal classroom. "I'd like to have a class of no more than 30 students. My classroom should have enough space for class activities where my students can move around comfortably" (06.11.91). Kanchana considered space as significant because if "we have enough space we can rearrange our classroom

according to activities" (06.11.91).

In addition, Kanchana spoke of her ideal classroom as one without disruptions from unnecessary noise. She stated:

> Sometimes the noise from other classes interrupts learning activities in my class. On the other hand, if the students in my class make too much noise, it may disturb other classes too. (06.11.91)

Experiencing the Practicum

Goals and Expectations

Kanchana experienced Phases 1 and 2 of the practicum at the same school and did not hesitate to choose this particular school for her full time teaching component during the last phase of the practicum. She believed that "being familiar with the students and the cooperating teachers here should be of great help" (06.11.91). Her expectation was to use and extend the experiences she had acquired during the first two phases of the practicum. Applegate (1987) asserts that student teachers see the field experience as an opportunity for them to be active in the classroom. They also expect the cooperating teachers to be successful professional models. Kanchana also hoped to grow professionally under the supervision of cooperating teachers and college supervisors which would be beneficial to her as a teacher in the future.

Kanchana proposed her plan and shared her expectations.

> I think I will try my best... and will attempt to learn how to teach different subjects. The experiences here will be useful when I enter the teaching profession in the future. I also think that it's going to be different... teaching full time for sixteen weeks. My previous stages of field experiences were very short in length...inadequate to develop myself as a teacher. I believe that I will have to work harder. (06.11.91)

Prior to teaching the classes Kanchana was concerned about the additional subjects which she and her colleagues who majored in Educational Psychology and Guidance had to teach during the sixteen weeks. She was informed by her college supervisor that besides teaching Guidance, for which she had been well prepared during her years of the teachers' college, she needed to select another subject from the curriculum. Kanchana asked for Social Studies as her additional required teaching subject. Her preliminary thought about selecting the particular subject was "it may be fun to teach" (27.11.91).

Teaching in the First Few Weeks

Kanchana began her first lessons in a M.2/5 (Grade 8 Room 5) Social Studies class. She wrote in her journal:

> While I was teaching one boy raised his hand and said that he could not hear me. I wasn't sure about my voice, too low or too loud...maybe too low. To know for sure I tried to raise my voice. Then I hoped that all of my students could hear me. (Journal. 09.11.91)

Kanchana began to worry about how her voice may affect classroom management. Throughout the first week she was exhausted both physically and mentally. She tried very hard to cope with more than fifty students in each of her classes. She believed that teachers should not have to raise their voices in order to keep their classes under control. She remarked, "These students will never stop and listen to their teachers" (Journal. 09.11.92).

Kanchana was also worried about her role as a teacher. She expressed her feelings at the beginning of the full-time practicum.

> I am here now to teach full-time. I am the person who has to begin. I am confused. To begin, I mean the cooperating teacher assigned me the subjects and the classes. From there I have to make my own plan. I need to organize the activities and the subject matter for each class. (06.11.92)

Teaching is not for everyone. For the first month of teaching Kanchana was discouraged. As Lanier and Little (1986) note, it is common for many prospective teachers to feel overwhelmed particularly at the beginning of the experience. In Kanchana's case, she was worried because she could not encourage all her students to actively participate in class activities. Kanchana did not get much satisfaction from the first few weeks of the school experience. She expressed her feeling of hopelessness in a journal entry, in December 1991. "After teaching for a while I have to ask myself if I will be a good teacher or not. It is so difficult for me" (Journal. 18.12.91).

Towards the end of the student teaching experience, Kanchana asserted her initial feeling about trying to become a teacher. Once again she stated, "It is difficult to become a good teacher" (26.02.92). She further explained what she perceived as difficult for teachers.

> It's not easy to make your teaching fun for the students... especially for someone like myself. I need to have a sense of humour. Teachers should think that teaching is fun...on the other hand our students should have fun too. They will learn something if they find that it's fun to learn. (26.02.92)

Concerns about the Practicum

Student teachers view the practicum as a valuable experience for them (Tardif, 1984). Certainly being in school full-time for four months enabled Kanchana and her colleagues to see the world of a teacher. In Kanchana's case, she found fulfilment in

the school experience in light of "having an opportunity to see more of myself as a teacher" (31.01.92). Working with students, cooperating teachers and other school staff, she was socialized into the world of school teachers.

Although the final phase of the school experience was considered valuable, Kanchana's concerns about the practicum were stated in an interesting way. The following are Kanchana's reflections on her practicum experience and the system generally.

First, Kanchana was concerned about inadequate supervision from college supervisors. It was evident that Kanchana and her colleagues were supervised only once during their practicum. One visit from a college supervisor was considered by Kanchana as insufficient to help with her teaching. She stated that she needed more assistance from her supervisor:

> I wish my college supervisors could come and visit us more often. At the beginning I needed some help with lesson plans and later I wanted them to observe me teach the class. I think some suggestions from college supervisors would be a great help in order to improve my teaching. (10.02.92)

Kanchana's remarks seem to be at the survival level in learning to teach in the practicum. She believed that more purposeful visits from the supervisors would enable her to do better in the field. Kanchana's observation is consistent with what Copeland (1980) called "directive supervision", where concrete solutions to student teachers' problems could enable them to improve teaching skills. Consistent with Kanchana's request, Feiman-Nemser and Buchman (1987) suggest that faculty consultants must be actively present in student teaching to provide prospective teachers with a concrete sense of pedagogical thinking and actual practice.

Second, Kanchana was worried about inadequate feedback from her cooperating teachers. Kanchana reported that although she was observed by the cooperating teachers she was provided with insufficient suggestions to improve her teaching. Kanchana noted that feedback, both positive and negative, would be helpful.

> The cooperating teachers should be more active... I would like them to observe the classroom teaching more often and give straightforward feedback each time. The cooperating teachers are experienced teachers and they know exactly what should be improved. Their suggestions would be helpful. (10.02.92)

Third, a lack of communication between the college, the school and the student teachers was another concern for Kanchana. She thought that the college should provide the school and the cooperating teachers with up-to-date information about the individual's roles and expectations which is essential for all parties. Similarly, Yates (1981), in his study on student teaching in England, reported on recommendations suggested by respondents, "communications and information between the teacher training institution and the schools should be improved" (p.46). He further comments that the establishment of contact and clarity of expectations among the triad members could cultivate a higher quality of student teaching. Kanchana expressed the thought that "to keep in touch is important for us, especially for our friends who are placed some distance... about 100 kilometres from the college" (10.02.92).

Fourth, the time spent in school during the last phase of the practicum was also Kanchana's concern. She believed that a period of eight weeks is sufficient for the last phase of the practicum. Kanchana considered a sixteen-week field experience too long for student teachers to be in school and teach repeatedly.

> It could be done by organizing the program intensely and purposefully. I know that we will have to work hard to achieve the best results. I think that if we keep things going too long, life goes on and on without any improvement. (10.02.92)

Kanchana's perspective on time spent in the field is consistent with the recommendations by Zeichner and Teitelbaum (1982) that the time student teachers spend on practice teaching be reduced, and more time allocated to studying the culture of the school and the community through participant observation.

Perspectives towards Teaching upon Completion of the Practicum

The repertory grid conversations I had with Kanchana during the seventh week and sixteenth week of the practicum enabled her to explicate some of her beliefs about teaching and learning. After she had experienced life in the classrooms, Kanchana asserted that "a teacher is an important person to the lives of the students in her class" (26.02.92). Kanchana ranked three important elements which she perceived as significant to children's learning: "teachers", "students", and "classroom."

Element I: Teachers Make a Difference.

Kanchana initially believed that in a teaching and learning process "classroom activities" are the most important factor in enabling "students" to learn. Before the practicum ended, she came to the realization that "the most important person who can lead to the goals of teaching and learning is a teacher" (26.02.92). It is interesting to note that there was a change in Kanchana's perspective towards teaching. She once announced how important "students" were in the process of teaching and "class

activities" introduced by a teacher were also recognized to be the most significant factor contributing to students' learning. Towards the end of her school experience, Kanchana realized that her role as a teacher was more important than other elements of a teaching and learning process. She stated:

> Because of the diversity of the students within the same class and students in different classes, a teacher is a person who adjusts things...The teacher changes the activities and the language used to suit the individual students and the individual classes to make it more meaningful. Therefore, I think the teacher is an important person. (26.02.92)

Although Kanchana asserted the significance of a teacher in teaching, she emphasized that a good teacher should possess special characteristics which make him or her an effective teacher. She ranked "being dedicated to teaching" as the most important characteristic of an ideal teacher, "because we want our students to learn as much as they can, therefore I think that teachers should devote their time to teaching" (18.12.91). In addition, Kanchana believed that the teacher should "know the subject matter well and be able to make it comprehensible to the students" (18.12.91). Furthermore, the ability to manage the class was also perceived by Kanchana as one of the most significant tasks of the teacher in order to teach effectively. Thus, Kanchana stated a teacher should be well prepared before coming to class.

> If the teacher is well prepared she should be able to teach well and the class will run smoothly. As a result, the students will learn more and then the teaching and learning will accomplish the learning objectives. (26.02.92)

A good relationship between teacher and students was also perceived as a significant factor that leads to effective teaching. Kanchana mentioned the need for a teacher to build a good relationship with the students "so the teacher knows about the

individual students and can plan the lesson or the activities to suit them" (18.12.91). Also, Kanchana asserted that "if a good relationship between the teacher and the students is established I think that it is easier to control the class" (18.12.91).

Element II: Students are Important

By the third week of school, Kanchana discovered a wide range of abilities and many behavioral considerations among the students. Kanchana noticed that students in Rooms 1-3 were more enthusiastic about learning than students in the other rooms at the same grade level. However, each student whom Kanchana taught was recognized as being an important individual, and treated with respect.

> I think that as a teacher I have to know my students in every class so that I can plan activities to suit their interests and abilities... I am aware that I have to be sensitive not to compare learning abilities of students in different classes. (27.11.91)

Due to her awareness of the diversity of the students, Kanchana was concerned about being flexible. She perceived a need to utilize a variety of teaching strategies according to the needs of individual students and particular groups in order to encourage pupils to take part in learning activities.

> In one class, the students may need only few minutes of detailed explanation, while in another class you need to spend most of the time describing and instructing... Also for some students you need to spend more time probing to help them get the correct concepts. (26.02.92)

Although students are considered significant, Kanchana also believed that the students should be enthusiastic about learning and actively participate in learning. Kanchana viewed successful students as those who work conscientiously. Kanchana further explained the characteristics of her desirable students.

> I like to have well behaved students in my class. I am not pleased with those students who like to play around and disturb the others. Some of them like to rise and walk back and forth during seat work activities and group work. These kind of actions disturb the other students in the class. (20.12.91)

Element III: A Classroom where Students Learn

At the end of the practicum, Kanchana's beliefs about a classroom which promotes a good learning atmosphere were consistent with those at the beginning. She asserted that "there should be no more than 35 students in one class" (26.02.92). However, her dream did not come true, because she encountered classes of more than 50 students. The rooms were full of desks. Her plan to introduce some activities were unable to be realized because of the limited space. The lesson plans were adjusted to suit the teaching circumstances. Kanchana found that the number of students and the space were problematic for her. It was a risk to plan to have students move around for group activities. Her decision was to change the "way she taught" to suit the classroom situations.

During the last week of her practicum, Kanchana still wanted to see a change in the classroom situation. She shared her thoughts about the classroom with me.

> If we need to discuss an interesting topic I think everyone should be able to see one another. Most of the time I couldn't move things around. My students sat in rows facing towards the same direction in a traditional classroom style. It does not encourage discussion at all. (26.02.92)

Kanchana : Summary

Kanchana entered the teacher education institution with a desire to learn about the profession she chose and the hope to become a good teacher in the future. Thus, being in the school for a period of sixteen weeks, Kanchana had opportunities to explore the reality of life in the school and classrooms.

Initially, Kanchana identified three important elements of her ideal classroom teaching. She valued "classroom activities" as the most important means to help students learn. Therefore, "classroom activities" were considered to be the first essential element in Kanchana's ideal classroom. She also emphasized that such activities should suit the learning ability of the individual students or groups of students. "Teacher" and "classroom" were regarded as other important elements in a teaching situation. Although Kanchana did not identify "student" as one separate element of the process of teaching and learning, she asserted that "students" were interwoven in each element of such process. "Students" were considered the aim of her teaching effort. Thus, all three factors, including "classroom activities", "teacher", and "classroom" were perceived as contributing to students' learning.

However, as the practicum ended, Kanchana shifted her perspectives about teaching. She emphasized the significance of "teacher" as the most important factor contributing to the learning of "students". She perceived a teacher as "one who makes a difference to the lives of her students in a way that helps them learn" (26.02.92). Although Kanchana could not reorganize the classroom where she taught, she considered a classroom with a good learning atmosphere an important element of the teaching and learning process throughout the practicum.

PLOYPORN

Ployporn's Early Life

Ployporn is the eldest child in a family of four. At the age of eight, she had to take care of herself because her parents lived in another province where the elementary school in which her father taught was located. Therefore, during her early life she was raised by her grandmother.

Ployporn had a very fond memory of one of the teachers in the elementary school she attended. Although Ployporn was not taught by this particular teacher, she was impressed by his caring for the students in school. Ployporn believed that a teacher of younger children should care for students and closely interact with them constantly.

Ployporn attended quite a big school in one of the districts in the northeastern part of Thailand for her secondary schooling. She participated in a variety of school activities and liked this school because she was always encouraged by the teachers to take part in activities. "It was fun. I think that this school really gave me an education" (24.01.92) Also, Ployporn was impressed by many teachers with their different characteristics.

> ...The Social Studies teacher and the Chemistry teacher were wonderful...kind-hearted persons. They always helped us with all kinds of school activities. The Physics teacher was very strict. We liked him because he gave us information about university entrance examinations. He was also the coach of our basketball team. The Biology teacher was good at teaching. He was always on time. I liked many of my secondary school teachers. (24.01.92)

Ployporn felt her secondary school life was worthwhile. She concentrated her time and efforts on studying, and still participated in many school activities.

Ployporn's parents were very understanding and supportive. They inspired her and her brothers and sister to look for a better education. Ployporn shared with me that "when I was in grade ten, my parents moved to a bigger community so that my brothers and sister and I could attend a good school" (24.01.92). She noted that her dreams about careers in the future were too high for her to accomplish. Later she found herself making a decision to enter a teacher education institution.

Teaching : Not a Life-long Dream

Ployporn admired her father's successful professional life as an elementary school teacher. However, she never dreamed of becoming a teacher in her early life. She noted, "I have seen so many teachers, some are good, some aren't. I didn't want to create an ugly scene for myself" (24.01.92).

Upon completing secondary school, Ployporn, like many of her friends, dreamed of attending university. She thought she would like to become a nurse, therefore, her first choice was nursing while teaching was her last. Unfortunately, she could not pass the entrance examination. Not sure of what she wanted to pursue, Ployporn decided to take courses in an accounting program at an open university in Bangkok. She expressed her feelings during this "confusing period".

> I didn't have any goals, I just wanted to give myself another chance. I thought I would spend at least one year discovering what I really wanted to do. I wanted to try even though I didn't have much hope of succeeding. (24.01.92)

After one semester at the open university, Ployporn's mother requested that Ployporn try the teachers' colleges in the northeastern part of Thailand. She decided to

go back to her hometown and took the entrance examination to enter teachers' college in the province nearby. Ployporn was not too disappointed that she had to enter the teacher education institution and learn about the teaching profession. She said, "Although I have never dreamed of becoming a teacher, teaching is fine with me" (24.01.92).

Ployporn decided to major in Educational Psychology and Guidance since she wanted to be a secondary school teacher. Also, she was inspired by an Educational Psychology course which she thought was interesting at the open university .

Experiencing Teachers' College

At teachers' college, Ployporn met friends from many provinces. By spending three years in the college dormitory, Ployporn had a wonderful opportunity to share her interests with her friends. She liked the institution which provided her with an academic and professional atmosphere. Besides taking many courses, she joined various activities, for instance field trips to many schools that gave prospective teachers like herself and education students a chance to visit many schools within the upper northeastern part of Thailand. Ployporn liked these kinds of activities which enabled her to see life in both elementary and secondary schools.

Although she did not plan to pursue her study in the teachers' college, Ployporn, as an adult student, found herself working hard and earning good marks. Success for Ployporn was more than achieving good grades; it changed her view about becoming a teacher.

> I can't recall the moment that I wanted to become a teacher. Once you are in teachers' college and surrounded by issues about teaching, you find yourself being part of it. Now I can't deny that I want to be a teacher. A good teacher. (05.11.91)

Many teachers in the college inspired Ployporn to become a teacher and provided good role models for her. She asserted:

> My teachers have shown me what good teachers are like and I hope to become a good teacher like many of them. They also make me feel good about myself. They assure me that I can be a good teacher. I guess their expectations help and encourage me too. (05.11.91)

Ployporn discovered that many of the education courses she had taken in college provided her with knowledge and background about children, school, and teaching. However, Ployporn spoke of courses at the college that were too theoretical. She asserted that "I can hardly relate what I have learned to real situations in the school and the classrooms. In school I need to learn to adjust myself to new situations" (24.01.92).

Ployporn the Person

At the age of 21, Ployporn, with her tall strong figure, was full of confidence. She had a very clear and powerful voice. Her voice could be heard clearly in the class of approximately sixty students. She said:

> Voice is important for those who choose to become a teacher. A teacher's voice should be clear and heard by all students within that class. If they can't hear what you are saying, they will not be interested in the lesson. (20.02.92)

Upon meeting Ployporn, I noticed her pleasant personality. When students she knew from her classes stopped and greeted her respectfully, she would greet them in a cheerful manner. She noted:

> I think a teacher should be respected and obeyed by students... However, there should be a friendly type of relationship between a teacher and students to create a comfortable climate for learning. (24.02.92)

In many classes Ployporn's calmness was noticed when she tried to deal with difficult situations. Her exuberance for teaching could be seen through her energetic teaching performances. Her movements within the classroom conveyed confidence in herself. She talked to the troublesome students without difficulty. Her ability to manage the classes reflected Ployporn's self-assurance. In my field notes I recorded my observation of the first visit to her class during the third week of her school experience as follows:

> It was a M.2/1 (Grade 8 Room 1) Guidance class where a group of 6 students did role playing. Ployporn told the other students who would become the audience that they should pay a close attention to the play and the discussion would begin shortly after the play... I looked around and started counting. There were 59 students, 23 boys and 36 girls. I said to myself "What a big class". ... It was amazing to see Ployporn, a student teacher who had just begun teaching the class two weeks ago, handle the class so well. She could manage the class without any difficulty. Once in a while she moved around the room. Her voice was clear and could be heard throughout the class of nearly 60 students. She called students to answer her questions using their ID numbers... (She told me that she could not remember their names and she would try to call them by name within another week.) (Field notes, 19.11.91)

Although Ployporn did not plan to teach initially, she asserted that teaching was the best choice for her.

> I always like to talk to people. I like to teach other people how to do things, and I think I am good at explaining things to people too...I like to help other people and if I could help my students learn something I would be very proud of myself. (24,01.92)

The Teacher I Want to Be

As stated before, Ployporn entered the teacher education institution without a clear desire to become a teacher. Her final decision was made because of her mother's request. However, once Ployporn was engaged in the process of being educated to be a teacher, she intended to be a good one.

> My attitude toward the teaching profession has changed because of many of my teachers in the teachers' college. They taught us to rethink that teaching is a good profession. We are here to be educated to be teachers. We should learn to love it as a profession. It is amazing to recognize the change within myself. Now I want to be a teacher. I like to bring what I think is "the best" from my former teachers to me. I intend to be a good teacher. (14.01.92)

The second repertory grid conversation with Ployporn in December, 1991 revealed her image of an ideal teacher. She emphasized that some of the following characteristics of her ideal teacher are from teachers who taught her in the past.

> A good teacher should be punctual. It is important not only in the sense that you spend time on your task, but you also become a good model for your students as well. While teaching, a good teacher should give clear explanations to the students. Therefore, they can understand the subject matter better. Teaching should be fun and capture the students' interests. The activities introduced to the students should suit the level of the students' abilities. I also think that teachers should establish a good relationship with their students. Another thing which I consider important to me as I have been prepared to be a guidance teacher with the capability to be a good counsellor. (20.12.91)

Ployporn, in her essay on the topic **"The Teacher I want To Be"**, wrote about her grandfather, a former teacher, who provided her with considerable advice.

> My grandfather said that as a teacher you can help someone learn something. You will be proud of yourself and be able to help your students learn to do things and prepare them for the future... He told me to work hard on my studies and when I grow up I will become a teacher like himself.

For Ploypom, teaching also meant learning. To be a good teacher, Ploypom proposed that she needed to obtain adequate knowledge to enable her to teach. She wrote:

> Being a teacher does not mean that we stop learning. While we are teaching we also learn something new. We need to understand the subject matter thoroughly to teach our students. We need to know many teaching techniques to be able to employ them effectively. And above all, we need to understand the individual students in our classes in order to help them cope and promote their learning.

As Ploypom hoped to learn and grow professionally, she dreamed of becoming a teacher who could succeed in the profession she chose. Her topical sentence in her writing was, "I dream of becoming the teacher of the year". She ended her essay with an encouraging statement, "Strive for the accomplishment of your dream".

Conceptions of Teaching prior to the Practicum

Prior to teaching in the phase III practicum, Ploypom revealed her thoughts and perceptions about teaching when the repertory grid technique was employed with her for the first time. Ploypom was asked to think about what she considered important in her ideal classroom. She wrote down twenty four statements and then she grouped them into three groups. She wrote "Learning Can Take Place", and explained her categories, "I think learning can take place when we have a good teacher who teaches well, students who are ready to learn, and a classroom with a good learning atmosphere" (05.11.91). Her explanation of the grouping is seen as a way that a person constructs meaning for one's self (Kelly, 1955), and it is summarized as follows.

Element I: A Teacher Who Teaches Well

Ployporn ranked a teacher who exhibits good teaching as the most important factor. She considered a teacher who teaches a class as someone who takes the most important role in enhancing learning. In her words, Ployporn said, "I think a teacher can manage the class, conduct the activities, provide children with a good learning climate, and, therefore, the students can learn best" (05.11.91).

Due to the fact that the students in each class have different backgrounds, Ployporn suggested that "a teacher should find strategies to work with individual students" (05.11.91). She further explained that being a teacher "you need to treat your students without any discrimination" (05.11.91). Consequently, different techniques should be employed according to the diversity of the students. In order to help students learn effectively, Ployporn suggested:

> A teacher should know how to work with students individually. For some students, you may have to yell at them to make them get back to work, but with others you have to speak to them nicely to keep them working calmly.(05.11.91)

Furthermore, Ployporn believed that a teacher should create a good relationship with the students. "I think a good relationship between a teacher and the students can help to create a good classroom atmosphere which is good for teaching and learning" (05.11.91).

In addition, Ployporn stated that a teacher should know the subject well in order to teach. Moreover, Ployporn perceived a need for the teacher to be able to solve any problems which occur in the classroom. In her words, Ployporn said that "the teacher needs to be able to cope with the problems of classroom management and all kinds of

unprepared troublesome situations" (05.11.91).

Also, Ployporn emphasized that a teacher should have a good personality, "dress well and neatly" (05.11.91). She further explained that "students like to look at their teachers as a role model, therefore it's important that the teacher should appear professionally" (05.11.91).

Element II: Students and their Readiness to Learn

Although Ployporn considered a teacher as the most important person in helping students learn, she also believed that students themselves need to be ready to learn. Ployporn further explained, "I think of students with good health both physically and mentally. Besides, they need to have the materials needed for classes, for example, textbooks, notebooks, pens, pencils, and so forth" (05.11.91).

Ployporn believed that students should attend classes enthusiastically. She further explained that if students are enthusiastic about learning, they will learn effectively, then a teacher can spend time on tasks without worrying about the problem of class control. Ployporn stated, "They should show an interest in learning and be willing to participate in learning activities. I think it is important if the students co-operate well with the teacher in classroom activities" (05.11.91).

Element III: A Classroom is a Place where Students Learn

Due to the hot weather all year round in Thailand, it is common for classrooms in elementary and secondary schools to be open to allow the cool air in. As a result, it is not easy to avoid continual disruption throughout the lesson by noise from outside

the classroom. Ployporn identified this situation as another troublesome circumstance for her. She further explained, "Although my students are ready to learn, noise from neighbouring classrooms distract them from what they are doing in class" (05.11.91) Jackson (1968) stated that students are expected to ignore distractions or quickly turn back to their studies after their attention has been drawn away. However, Ployporn stated, "It's not easy for the students to concentrate on their work with all the disruptions" (05.11.91).

The size of the class is another concern for Ployporn. She found that "a class of 55-60 students is too crowded to teach. Both the teacher and students can hardly move around" (20.02.91). Where classroom space and material resources are limited, Jackson (1968) suggests that it is important for the teacher to organize the class "judiciously" (p.12). He further defines the "crowded social conditions" which precipitate "interruptions" as a feature of classroom life (p.15).

Ployporn recognized her ideal classroom was a place where a positive learning atmosphere could be created. She further explained:

> We should create an environment in which students and myself as a teacher feel comfortable. I think it can be like our own home where we care for each other and interact together. (05.11.91)

Like Connelly and Clandinin (1985), Ployporn's image of her ideal "classroom as a home" was described as a place where the individuals treat one another as fully human. A classroom should be a place where a teacher and students can "feel comfortable and cared for" (p.188). Furthermore, Ployporn emphasized that a classroom is a learning centre where significant learning resources or "treasured things" (Connelly

& Clandinin, 1985, p.188) are allocated. She also stated, "...the students' work should be displayed then they will be proud of their effort" (05.11.91).

Experiencing the Practicum

Goals and Expectations

To Ploypom, the school experience itself was not a new phenomenon. She viewed the third phase of practicum as something to add to what she had already learned. She spoke of her expectations of the practicum.

> I hope to expand my practice of teaching from what I did during the first two phases of the practicum. I think I'll have the opportunity to work closely with both students and cooperating teachers. (05.11.91)

Ploypom's expectations were consistent with the statement made by Feiman-Nemser and Buchman (1987) about student teachers and student teaching. Feiman-Nemser and Buchman indicate that student teachers consider student teaching as a time to try out ideas about good teaching under supervision. Ploypom hoped to have someone working closely with her, to observe, offer guidance, and help her develop professionally. She expected to benefit from the school experience. She said:

> I hope to learn by being in a real situation. I also expect to have someone give me feedback and guidance which will be helpful to improve my teaching. I think I will face difficulties and learn to solve those problems. (05.11.91)

Also, Ploypom expected to bring the ideas from her courses at the college and put them into practice. Prior to teaching the class she articulated:

> I know that it's going to be different from what we were doing in many classes at the college. We used to do role playing. It was not real. We planned the lesson and taught. It was easy because the students were our friends who knew all the answers. We didn't have any problems with classroom management. Everything went smoothly. In school where we have to teach real students I can't wait to see and find out what's going to happen. I think I'll learn a great deal from the experience. (05.11.91)

Reflections on the First Few Weeks

Ployporn's previous experiences working with students in many classes enabled her to easily adjust to her teaching during the last phase of the practicum. She considered the first two phases of the practicum as a path leading to full-time student teaching. Prior to teaching her classes, Ployporn shared her feelings with me. "I think I will be a little nervous, but after being in class for a while it should be better. If I get to know my students more I am sure I'll do better" (05.11.91). Ployporn continued, "At the beginning I believe that I have to prepare more. I need to understand the subject matter well in order to teach. I have to make sure that my plans contain enough detail" (05.11.91).

Ployporn chose to teach Health Education as another required teaching subject as well as Guidance which was her major subject. She asserted that there were many sources that would enable her to acquire the knowledge needed to teach this particular subject. She stated:

> If I have any problems about the content I can go to my teacher at the college who wili be willing to help. I can also invite my friend's brother who works at the Provincial Health Office to my class as a guest speaker. (26.11.91)

After Ployporn had taught classes for a while, she emphasized the need for a teacher to be well-prepared. Ployporn's perception was consistent with that of Good and Brophy (1987) who assert that teachers who come to class prepared for the day's lesson will be able to teach effectively. Their techniques will be a way of encouraging and promoting learning. Concurrent with Good and Brophy (1987), Ployporn noted:

> For me as a student teacher teaching a class I felt confident when I came to class ready to teach, and I had my lesson plan organized. I felt that my teaching went smoothly and everything seemed to be in the right place. I enjoyed teaching and believed that my students learned more. (26.11.91)

Concerns about the Practicum

Ployporn viewed the practicum as the most important stage of being a student teacher and most helpful in becoming a teacher in the future. Taking the length of the time into consideration, Ployporn, unlike Kanchana, stated that 16 weeks is appropriate for full-time field experience. She explained:

> I think sixteen weeks is reasonable. We have enough time to explore life in the school. At the beginning we may need time to adjust to the new environment, to cooperating teachers, to students, and to school staff. Later, we need time to practice teach and learn about a teacher's life by being actively involved in school activities.(10.02.92)

However, in order to make the time spent in student teaching more valuable, Ployporn was concerned about supervision from both supervisors from the teachers' college and cooperating teachers. She commented that she did not have adequate support from her college consultants. After her first meeting with the college supervisor, Ployporn stated, "We need close supervision, not just an examination of our lesson plans. If college supervisors come we need more than that" (14.01.92). Further,

before the practicum ended, Ployporn shared her expectations about college consultants with me.

> The college supervisors should visit us more often... They also should observe us teaching in classes and give us some suggestions so that we can improve. I think it's useless if they come and say, "You are doing just fine"...No comment. We need feedback from them, because we want to do better. (10.02.92)

Ployporn asserted that the cooperating teachers were experienced teachers who worked closely with prospective teachers in order to help these novices learn best about the teaching profession. However, her cooperating teachers usually told her to ask for advice if she had any problem. In Ployporn's case, although she did not perceive teaching as problematic, she thought that experienced teachers should help her with her professional development. Ployporn emphasized, "I want my cooperating teachers to observe me teaching classes more often and provide me with considerable suggestions" (10.02.92).

Perspectives towards Teaching upon Completion of the Practicum

Before the practicum ended, the repertory grid conversation was used once again with Ployporn in order to explicate her beliefs about teaching. Grouping statements about teaching and learning within a classroom, Ployporn constructed the meaning of teaching for herself. She believed that teaching is an interaction between a teacher and students. It is notable that Ployporn's teaching perspective shifted to a reciprocal conception and was seen as a process of teaching and learning where both students and a teacher are significant and take equal roles in order to accomplish learning objectives. In addition, a classroom was perceived as an important place which provides class

members with a good learning climate. Ployporn's perspectives about teaching are illustrated in the following section.

Element I: Teaching as An Interaction between Students and a Teacher

In the teaching and learning process, Ployporn believed that both "students" and "teacher" are important components in attempting to achieve the goals. She defined teaching and learning as

> ...a process of transmitting the subject matter to students by the teacher. Meanwhile, students are encouraged to respond to the subject matter being transmitted to them. The teacher's role is to encourage the students to participate in class activities in order to learn. (14.01.92)

Ployporn noted that a well-prepared teacher can teach effectively. She stated:

> A teacher should prepare a lesson in advance in order to understand the subject matter, and plan how to introduce the knowledge to the students. In planning, the teacher should look for a variety of teaching techniques for the alternatives best suited to the classroom situations.(20.02.92)

In addition, Ployporn remarked that a teacher should spend time interacting with students. Ployporn made some interesting comments about this matter:

> They (the teachers) should discuss problems with their students, asking them some questions, talking to them about their behaviour, and persuading them to be involved in class activities. While the students are working on their own, the teacher should move around to see how well they are working and attend to their needs as well. (26.11.91)

As stated before, Ployporn viewed teaching and learning as an interactive process between teacher and students. According to Ployporn, students are recognized as one of the most significant components in the learning process. She described how students can learn effectively.

> I think individual students have an ability to learn. However, they should be well-prepared for each class. They should also study the subject matter in advance. The suggested readings help them to acquire the knowledge beforehand. Then it will be easier for them to understand when the teacher is teaching. (20.02.92).

The repertory grid employed with Ployporn during the seventh week in the school enabled her to explicate some of her attitudes about students. Ployporn articulated what she identified as the most significant characteristics of students who succeed in learning.

> I think good students should be on time for every class. It's better to be there at the beginning of the class. They should be interested in the subject matter and always be prepared for class. They should also be involved actively in class activities. If they don't understand or if they need more explanation, they should learn to probe in a proper manner. I like my classroom to be filled with students who actively take part in the activities. I also like my students to be enthusiastic about learning. I think... it would be challenging to teach curious students, because they are likely to having fun trying to find out about things. Another important thing, I also like to have well behaved students who do not disturb their classmates when they are learning. (14.01.92)

Ployporn, like her other colleagues in the same school, was assigned to teach two subject areas to many classes. The students in this particular school were grouped according to their learning ability levels which Good and Brophy (1984) call "homogeneous grouping" (p.274). The system is to minimize the differences in students' ability within one class. Ployporn noticed the diversity of students between the different classrooms.

> The students in the first two/three rooms are very attentive. They are keen to learn and take part in class activities. They are ready to learn. On the other hand, students in other rooms, who are labelled "low achievers" pay less attention to the teacher. They usually make a lot of unnecessary noise. (05.11.91)

Although she found differences amongst the students she taught, Ployporn considered that being a teacher means helping individual students learn. She emphasized that teachers should recognize their students as individuals. She commented, "Students come from different backgrounds. There is a range of learning ability among these students" (20.12.91).

Element II: A Classroom and a Good Learning Climate

Ployporn's comments on the importance of a classroom as a place where learning is promoted were consistent throughout the last phase of the practicum. She asserted that a good climate for learning should be provided for students to enhance their learning. Ployporn believed that a good relationship between a teacher and students can create a warm climate for learning. She confirmed, "After I have built a good relationship with my students I can teach without the difficulty of classroom management" (20.11.92). Although Ployporn considered that a teacher should get close to the students for many purposes, for effective teaching in particular, she indicated that the teacher has to be firm. As a student teacher in a classroom, Ployporn emphasized, "It is important not to be overfriendly with the students because the problems of class control may arise easily" (10.02.92).

Ployporn, initially, considered the number of students in one classroom as her major concern. Upon completion of the practicum her perspective about the number of students in each class remained the same. She asserted, "A class of more than 50 students is too big to create a good learning atmosphere. There should be more space available for students to move around for a variety of activities" (20.02.92). Also

Ployporn spoke of a big class as a cause of delay in teaching. She said, "Sometimes I had to wait for my students to be ready until I could begin the lesson" (20.12.92).

Ployporn: Summary

It is obvious that Ployporn perceived the practicum as a good opportunity for her to experience the real world of teaching where she had to explore her own feelings about becoming a teacher. By confronting a variety of classroom situations, Ployporn gradually acquired teaching confidence. Ployporn, based on self-evaluation, believed that she would become a good teacher in the future.

Through the three sessions of the repertory grid conversations, I discovered that Ployporn altered her perspectives about teaching. Before she entered the classroom, Ployporn asserted that in a classroom a teacher was the most important person who facilitated the children's growth. The many roles of a classroom teacher, including transmitting the subject matter knowledge to students assured Ployporn of the significance of "a teacher" in contributing to a child's learning. As Ployporn perceived teaching as a transmission of knowledge, she also considered good students as dedicated learners who were enthusiastic about learning. For instance, good students were identified as good recipients. Later on, as Ployporn gained confidence in teaching, she tended to acquire pedagogical knowledge and think professionally. Upon completion of the practicum, Ployporn incorporated interactive strategies of instruction in her teaching. She stated that students should not be considered passive learners, but they should be encouraged to take part in their learning. Thus, Ployporn perceived teaching and learning as an interactive process between herself as teacher and her students as

active learners. Further, Ployporn also indicated that a classroom should provide a good climate for learning.

TICHANAN

Tichanan's Early Life

Tichanan, the youngest of a family of four, grew up in an agricultural family in the northeastern part of Thailand. Although she was raised in a small village, she remembered that "my family always provided me with warmth and happiness" (24.01.92). Her eldest sister and brother are elementary school teachers. Besides her parents, Tichanan had a close relationship with her sister who had moved to another town where she taught school.

After Tichanan finished elementary school in her village, she intended to terminate her schooling. She thought that her parents had a difficult time working in the rice field, therefore she would help them with their hard work. However, her parents and her brothers and sister did not agree with her decision. They encouraged her to attend a secondary school, located about seven kilometres from her village. There Tichanan met many good friends from other villages nearby and had new teachers. She told me that she liked this particular school. She realized all through her secondary schooling that her family expected her to do well. Therefore Tichanan worked hard and always tried her best.

To the Teacher Training Institution

Tichanan decided that she should become a teacher for many reasons. Among the most important ones were the encouragement from her family. She affirmed, "It's a basic belief of the people in a small community like my village that teaching is one of the careers that is well accepted in society" (20.12.91).

Upon completion of secondary school, Tichanan, like other secondary school graduates, dreamed of entering university. She took the entrance examination with the hope of entering the Faculty of Education in university. However, she could not pass the examination. Her sister suggested that she should apply to one of the teachers' colleges, and specialize in the area of elementary education. Tichanan resisted her sister's advice because she did not want to teach younger children. Meanwhile, she decided to take Educational Psychology and Guidance as her major in a teachers' college in the Northeast of Thailand. She was accepted by a college which was about 200 kilometres from her home town.

Tichanan began her college years with great pride in her college student status. She remarked that she was very impressed by the quiet and peaceful environment of the teacher education institution. Also, Tichanan enjoyed residing in the college dormitory where she met new friends and spent time engaging in a number of activities with others. Besides the college environment, Tichanan also liked her teachers who were kind and caring. Tichanan herself was especially impressed with instructors who she felt had many characteristics of good teachers. She explained, "They knew the subject matter very well and always helped us understand what they were teaching. They were also very easy to approach. If we had any problem we could always go to see them and

ask for help" (24.01.92). Tichanan concluded that many of her instructors represented the kind of teacher she would like to be in the future.

Tichanan the Person

Tichanan, at 20 years of age, was a very quiet girl. She spoke softly and slowly. She usually appeared in a very neat and clean college uniform. Her modest manners were those of a typical Thai lady. Because both her sister and brother are teachers, for many years Tichanan was well acquainted with the teaching profession. She believed that her sister and brother provided her with the desire to become a teacher. She had experience with children when she helped her sister with the school lunch program during her many visits to her sister's school. She told me that "...it's fun working with those children, and serving them food. I like to see their happy faces" (31.01.92).

Tichanan thought that her personality was suitable for a teacher. She said, "I love to help my students when they have problems" (31.01. 92). Both of her friends, Ployporn and Kanchana, affirmed that Tichanan was a favourite amongst her students. Ployporn said:

> Her students (students in Tichanan's classes) like to visit her at our place (Kanchana, Ployporn, and Tichanan shared a house near the college). We live about six kilometres from the town and students usually take the bus here. Sometimes they came after school, but most of the time over the weekend. They usually talk to Tichanan until she asks them to leave. Tichanan got a lot of flowers from her students on Valentine's Day. Our students (Ployporn's and Kanchana's students) never visited us. (Ployporn, 20.02.92)

In addition, Tichanan believed that she would be a good school counsellor teacher, "because I like to talk with students and help them with whatever I can"

(10.02.92). During one interview Tichanan shared with me the story of one of the students who liked to visit her during the weekend and after school.

> This morning Suthep, one of my students, told me that Somchai was arrested by the police last night because he fought with some teenagers from another school. He is now at the police station. Suthep asked me if I could go to see Somchai at the police station. I told him that I would accompany him to the police station after school today. (10.02.92)

The Teacher I Want to Be

In an essay on the topic "**The Teacher I Want to Be**", Tichanan's topic sentence was, "I want to be the best teacher". The following excerpts are from Tichanan's writing.

> If I were a teacher, I would like to be a good teacher. I would dedicate my life to the teaching profession. My time would be spent beneficially, teaching my students and helping them learn to solve problems. I would always learn something "new" which will be worthwhile for my students as well.
>
> ...To me, teaching is a distinguished profession. Being a teacher, one can teach a person to help him or her to know something. Being a teacher, I can help my students learn what is considered useful for their lives.
>
> ...If I were a teacher, I would be a good role model for my students, and show respect to the others. A good relationship would be established between myself as a teacher and my students. I would serve as my students' resource person whom they could always approach whenever they need help.

Tichanan, like her colleagues, Kanchana and Ployporn, had very good intentions about the role of a teacher. She wanted to be a good teacher who would gain respect from her students since she could help them learn. Throughout the practicum, Tichanan showed her ability to "care for" the students by "being there" for them. She spoke of her dream of becoming an ideal teacher for her students, "I want to be a teacher in

whom my students have faith and feel confident to come and talk to me" (24.01.92).

Conceptions of Teaching prior to the Practicum

Based on the repertory grid technique employed with Tichanan in November 1991 before she taught the classes, four significant factors of the process of teaching were revealed: "students", "teachers", "class activities", and "classroom". The four factors will be discussed in the following section.

Element I: Students

Tichanan indicated during the first repertory conversation, "Students are the most important factor in teaching a class" (06.11.91). She further explained, "They are the ones who will benefit by learning from the teacher, therefore, the lesson should be planned based on the students. On the other hand, the students should be ready to learn" (06.11.91). I asked what she meant by "being ready." Tichanan responded:

> The students should be well-prepared to learn. Some students study the subject matter from their textbooks before coming to class. They have their own texts that they read the night before. I believe that if they prepare for class they can answer the questions and participate in the discussion effectively. But for some students, being ready can mean: being in class on time, listening to the teacher attentively and participating in class activities. (06.11.91)

In addition, Tichanan included "enthusiasm" as an important characteristic of a good student. She asserted, "A student should be enthusiastic about learning" (06.11.91). Tichanan further explained some of the behaviours which related to what she defined as being enthusiastic about learning.

> I think they should appear eager to learn. They should be ready for every class. Also they should listen to the teacher attentively. If they don't understand, they should ask for help. Moreover, I think that they should be ready to take part in class activities. (06.11.91)

Tichanan considered the number of students in the class significant. She indicated, "Thirty to forty is a good number of students in one class" (06.11.91). I asked her about the effect of a large class on teaching. Tichanan remarked, "Too much noise. Difficult to teach. Hard to control. Difficult to manage the group work" (06.11.91).

Element II: Teachers

Prior to teaching her classes, Tichanan considered a teacher as the second most important factor in a classroom. Tichanan said that "the teacher is the one who teaches the class, therefore she should be a knowledgeable person and have a good personality" (06.11.92). Because she views teaching as the transmission of knowledge, the need for a teacher to posses knowledge of the subject matter was considered important by Tichanan. She further explained:

> I think it's important that the teacher knows the subject matter well and that she can transmit knowledge to the students to make them understand the subject well. Also when students have any questions the teacher should be able to answer or refer to the sources where they can go and search for the answers. (06.11.92)

Tichanan not only valued knowledge about the subject, but she also thought that the teacher should be able to help students understand the subject matter well. She said, "The teacher should be capable of making the subject easy and understandable for students" (06.11.92).

About a teacher's personality, Tichanan believed that because a teacher is a role model for students, consequently, "she should have a good personality, dress properly and be clean and neat" (06.11.91). In addition, Tichanan asserted that "a teacher should be kind and generous, and willing to help students" (06.11.91).

Element III: Class Activities

Prior to teaching in the last phase of the practicum, Tichanan briefly stated that learning activities should be planned to accommodate the students in each class. She considered age and the learning ability of students as significant factors in organizing classroom activities. In her words, she said:

> If activities do not suit students, they might not be interested in participating in those activities. Sometimes activities are not challenging to your students and your time and efforts may cause boredom and an uninteresting classroom climate. (06.11.91)

Element IV: A Classroom

A classroom where students learn was considered, by Tichanan, as influential to promote learning. She had an initial desire for an ideal classroom as a place with a warm climate "like our home" (06.11.91). Tichanan explained that there should be a close relationship between a teacher and the students and amongst students themselves. Tichanan said, "The teacher is friendly and creates a warm atmosphere within the classroom" (06.11.91). She aimed at a good relationship within the classroom as a means to encourage students to learn more. Tichanan stated, "The teachers should get to know their students in order to teach and provide what is good for them" (06.11.91).

Experiencing the Practicum

Expectations

Tichanan considered the practicum to be the most valuable experience for her as a student teacher. She defined the practicum as "a period of time that provides the opportunity for us to be trained to become a teacher" (06.11.91). This same perspective is explained clearly by the participants in Tardif's (1984) study. The student teachers saw the practicum as "the primary means of entry into their chosen profession" (p.88). Likewise, Tichanan believed that to be in school for 16 weeks during the last phase of the practicum meant that she would gain many worthwhile experiences. "I assume that I will be able to learn what teachers do in their every day life in school. I think I will be confident about my becoming a teacher in the future" (06.11.91).

When I asked for her reactions if no practicum was available in a teacher education program, this was Tichanan's response, "I think it will affect us in the area of our teaching ability. We may finish the program and not be able to teach because we have no experience with real situations" (06.11.91). She further commented, "I think that practice in natural settings allows us to face real problematic situations and it means we find the ways to solve those problems" (06.11.91).

Also, for Tichanan, by being in school for a period of four months she hoped to discover connections between the theory learned in various courses in college and the reality of a school setting. As Guyton and McIntyre (1990) remind us, the interplay between on-campus courses and experience during student teaching is significant. In addition, Tannehill and Zakrejsek (1988) assert that the practicum is a time when prospective teachers can and should adapt, experiment, and grow while practicing

pedagogical skills under the guidance of an experienced teacher.

As Tichanan hoped to grow in the teaching profession, she expected to get help from the people involved in the practicum. She expressed her expectations in early November 1991, during the first week of the final phase.

> I hope to do a good job teaching because I will be supervised closely by both cooperating teachers and college supervisors. I hope the supervisors from the college will observe me teach my classes and if I have any problems they will give me some suggestions. I hope to improve my teaching and do well in school. (06.11.91)

Teaching in the First Few Weeks

Tichanan was assigned to teach M.2 (grade 8) Guidance classes for eight hours per week. She also chose to teach Social Studies as her elective teaching subject at M.2 (grade 8) level for four hours per week. After being in the classrooms for the first few weeks, she identified classroom management as her major problem. I noticed from my first observation in her class that Tichanan was trying hard to keep the class under control.

In Tichanan's Social Studies class when I observed her teach the class for the second time, I noticed that class control remained her major difficulty. Although she thought that she could do better in teaching this subject, she finished what she had planned for the class about 10 minutes before the scheduled time. The chaos continued until the hour ended. Tichanan explained what happened in that particular class to me.

> I finished my explanation sooner than I expected, so I let my students discuss their problems about the marks from last semester. I suggested that they should go to the office of registration as soon as possible. (Field notes, 11.12.92)

In many conversations throughout the practicum with Tichanan, classroom management seemed to be her major theme. Like other student teachers who were practice teaching in the same school, Tichanan claimed that the number of students in each class was a significant factor regarding the problem of classroom management. She stated, "I am overwhelmed by the number of students in each class. More than fifty students in one class is too many to manage" (10.02.92). Further, Tichanan indicated that "my voice is not loud enough to be heard in such a big class. Sometimes I can't make them stop making unnecessary noises" (10.02.92).

Concerns about the Practicum

Although Tichanan's experiences with her classes were not always satisfying, there is no doubt that she viewed student teaching as a valuable experience. Towards the end of the practicum, Tichanan asserted that being in school for a period of sixteen weeks meant that she had an opportunity to be in the real world of students and teachers. Like Kanchana and Ployporn, Tichanan's concerns about the practicum were related to the supervisory system. She believed that student teachers would be able to learn more from their experiences under close supervision from college consultants and cooperating teachers. The following are Tichanan's concerns about the practicum.

First, Tichanan was worried about her teaching abilities, therefore she needed assistance from her supervisors. She stated that college consultants should be actively involved in the practicum program. She expressed her disappointment about inadequate help from the supervisors at the teachers' college.

> They (the college consultants) should visit us more often. As I remember it, they came only once at the beginning. That's not enough. Sometimes I had problems and I needed to consult with my supervisors, but I never had a chance. (10.02.92)

Tichanan's opinion is congruent with the statement made by Goodman (1988), "It cannot be assumed that just placing students in practicum sites will automatically provide them with valuable experience" (p.351). In Tichanan's case, she expressed a need to be supervised by college supervisors. She believed that more supervision from college consultants would provide her with some insight about the practice in the field.

Second, Tichanan was concerned about inadequate help from the cooperating teachers. She asserted that cooperating teachers should take part in the supervisory process more closely than was the actual practice. She was assigned two cooperating teachers, one for Social Studies and the other for Guidance.

> Both of them were very helpful when I went to see them at the beginning. They gave me teacher's manuals and some text books about the courses. But I wanted them to be in class while I was teaching. I needed feedback from them. I think it's important to get feedback from experienced teachers to help me improve my teaching. My cooperating teachers hardly observed me teaching. Sometimes they got the information by asking students in classes that I taught. I remember my cooperating teachers observed me teaching only twice since the beginning of my field experience. It's February, and we have only three more weeks to go. (10.02.92)

Tichanan's second request was consistent with the expectations of the student teachers in the study by Tannehill and Zakrajsek (1988). Their study revealed the perceptions of the prospective teachers about their cooperating teachers. The student teachers perceived their cooperating teachers as:

> ...someone who would direct and help them. Specifically, they expected their cooperating teacher to serve as the major resource and information centre and to give them constructive criticism, specific feedback, and direction through observation of their needs.(p.39)

In addition, Tannehill and Zakrajsek (1988) discovered that the majority of student teachers in their study indicated that they wanted their cooperating teachers to actively participate in the supervisory process. They quoted one of the students as requesting, "...guide me, help me, show me, direct me, observe me, assist me, instruct me, and share with me" (p.39).

Third, Tichanan, like Kanchana, desired good cooperation between the college and the school. She stated that the school should be well informed about the purposes of the practicum. Tichanan further explained that the college should provide the school with sufficient information about what student teachers need to accomplish from the field experience. She believed that it is necessary to set up meetings between the practicum staff from the teachers' college and the school's teachers who are involved in the practicum in order to create a better understanding between the two institutions. Tichanan commented, "Sometimes correspondence by official letters does not give information needed by both parties" (10.02.92).

Perspectives towards Teaching upon Completion of the Practicum

Prior to teaching the classes, Tichanan viewed "students" as the most important factor and felt that the lesson plans should be built around the students. As the practicum was ending, Tichanan, like Kanchana, shifted the order of the elements of her ideal classroom. "A teacher" was perceived as the most important element in the

process of teaching and learning. The other elements were "students", "class activities", and "a classroom".

Element I: A Teacher

Before the practicum ended, Tichanan believed that teachers were the most influential persons to students' learning. She emphasized the significance of a teacher to students' learning by stating:

> A teacher is a very important person... I think she can influence the learning of her students. She is a role model for students. And she is the one who encourages students to learn. (19.02.92)

Tichanan described "a good teacher" as a person who:

> knows the subject matter well; organizes the content and activities and makes it easy for students to follow; asks interesting questions and uses material that helps students understand the subjects better. A good teacher has a good personality, for example, is respectable, dresses properly, and possesses good manners. It is important for a teacher to be a role model for students. Also, she should care for her students. She needs to have a sense of justice ... grade work according to its quality, and punish the person who does something wrong. A teacher also needs to have the ability to communicate well with all of her students. (19.02.92)

Tichanan considered classroom management as an important teaching task of a teacher. She admitted that the ability to control the class tended to be a significant indication of successful teaching. Throughout the practicum, Tichanan tried her best to cope with problems of classroom management. However, Tichanan believed that the well-prepared teacher could do better in managing his or her class. According to the repertory grid conversation with Tichanan in February, 1992 during her last month in the school, she emphasized that a teacher should prepare the lesson in advance prior to

entering each class.

> I think that I should begin with lesson plans. Before coming to class I have to have a good lesson plan, not only the plan that I wrote on a piece of paper but I mean a plan in my heart and mind. I have to read the teacher's manual, student's textbooks and exercises. Then I have to organize my own plan, what I should do before and after...orderly. It sure is a lot of work but it helps. (19.02.92)

In addition, Tichanan spoke of teaching as organizing and a teacher was regarded as a good organizer. She stated, "A teacher should organize the content and activities orderly...It should be good for both the teacher and students for not being confused. And students can understand the content better" (18.12.91).

Element II: Students

As previously stated, Tichanan's views about teaching shifted when she later discovered the diversity of the students in each class. She perceived a teacher as a person who helps students with different backgrounds and learning abilities to learn effectively. Although she was aware of the divergence amongst her students, Tichanan believed that good students create easy teaching and learning situations. In December 1991, after teaching classes for seven weeks, I asked her to list the characteristics of students she wanted to have in her class. She stated:

> I like to have students who attend the class enthusiastically, ask for help when needed, finish assignments on time, are responsible for the assigned task, participate in class activities cooperatively, have good manners, and do not disturb the class. (20.12.91)

However, Tichanan emphasized, "You can't have only the positive side of students at this age. If you want to classify your students, it's usual to have both good and bad" (20.12.91). I asked about the distinguishing factor regarding the diversity

amongst these students. Tichanan believed that "it's the nature of teenagers aged 13 - 15. They need friends and need to impress their friends. Most of the time some students follow their friends doing things" (20.12.91). In order to help students learn and have a happy school life, Tichanan, like her colleagues, considered a teacher as a person who can make a difference in the lives of students. She suggested, "A teacher should get to know and understand the student as an individual and try to help the individual students learn" (19.02.92).

Element III: Class Activities

To Tichanan, class activities were considered beneficial in order to encourage students to learn. She had a consistent view about classroom activities from the beginning until the end of the practicum. She felt that learning activities should be planned in order to relate to the subject matter and suit students' interests. However, to do something different from the regular routine of teaching, namely, transmit knowledge to students, seemed to be a topic that Tichanan could only talk about. She explicated her concerns about the limitations of her teaching circumstances.

> As you have seen, all the classes are big, with too many students, too many desks and chairs. We can hardly move around. To have some lively activities is too much trouble, too much noise from the talking and moving. Another concern for me is time. You can't do everything in a period of 50 minutes. (18.12.91)

Before the practicum ended Tichanan added educational media as another factor that can promote learning. She emphasized, "Class activities and educational media are important" (19.02.92). Tichanan found it difficult to organize some interesting activities in her classes, therefore, materials such as pictures, maps, and real objects, were utilized

to make the lessons more interesting. She asserted, "I usually try to find something related to the topic and bring it to class. But I have to think about something new and interesting not something that they see everyday" (19.02.92).

Tichanan's effort was obvious in her teaching performance during my observations in her class. On December 11th, 1991 Tichanan came to a Social Studies class with three large posters which contained pictures that illustrated people's lives during the reigns of Sukhothai and Ayudhaya (the former capitals of Thailand). She showed the pictures to the class coupled with her explanation. She remarked that "the pictures helped me a lot; the students could see them and better understand what I was trying to explain to them" (19.02.92).

Element IV: A Classroom

Tichanan had a consistent perspective throughout the practicum of a classroom as a place where students learn. Consequently, she believed that a positive classroom climate should be created in order to promote student learning. Tichanan pictured her ideal classroom as:

> a room with enough space for 30-35 students; desks and chairs could be rearranged easily, if I need to change I can do it without any difficulty. There is enough space for science projects at the back, students' work at the front, and a reading corner in one corner of the room. What we need most is an informal atmosphere in my classroom, relaxed, with good relationships among the students and between the teacher and students. (19.02.92)

The number of students in each class and the limited space frustrated Tichanan during her student teaching. During the last interview with Tichanan in February 1992, she indicated the effect of class size on teaching and learning:

> It's difficult to control. Too much noise. Most of the time it's difficult to communicate with all students, especially the misbehaving ones at the back ...It's difficult to have them work in small groups. (19.02.92)

The role playing in Guidance classes was planned by the cooperating teacher before the student teachers entered the school. Such activities had to be carried on until all group work that was assigned was completed. Tichanan discovered that although the activities were well planned, when she used the limited space in the classroom the suggestions were problematic. She indicated:

> There is only a small space at the front of the room for the students to perform their role plays. It's difficult for a whole class to see and appreciate what is happening at the front. If we had a bigger room, I mean more space, I think it would be a lot better. (19.02.92)

Tichanan: Summary

Tichanan entered the last phase of the practicum hoping to learn by experiencing life in the school and classrooms. She had high expectations for professional growth with assistance from the people involved in the practicum. As she found herself struggling with confrontations and problematic classroom situations, Tichanan was disappointed that the supervisory system did not provide her with adequate help. Thus, Tichanan urged more active supervisory approaches in the process of the practicum to facilitate student teachers' professional growth through field experience.

From the repertory grid conversation which I had with Tichanan during the first week of the practicum, she identified four elements of her ideal classroom teaching: "students", "teacher", "classroom activities", and "good classroom atmosphere". Tichanan believed that a teacher should provide students with meaningful classroom

activities in a warm classroom climate in order to nurture students' learning. As she entered the classrooms, Tichanan, like Kanchana, modified her perceptions about the teaching and learning process. She stated that a teacher has a most important role to facilitate students' learning. Tichanan considered a good teacher as a "caring teacher", and this perspective was observed and discussed throughout her practicum experience. Some of her conceptions about teaching were confirmed by experiencing classroom situations. For instance, classroom activities and a good classroom climate were considered important to help students learn. However, Tichanan seemed to broaden her perspectives in a way that enabled her to give a clear explanation of her views on class activities and a classroom where students best learn.

Summary

In providing descriptive portrayals of the participants in this study, it is obvious that the world of the individual student teachers is unique according to their family backgrounds, personal characteristics, beliefs about education, and experiences in the practicum. However, examining their portrayals closely, some specific commonalities amongst the three participants can be observed. As revealed in the biographical information, each student teacher believed that members of the family had a strong influence on her attitude about the teaching profession. Among other reasons these prospective teachers chose teaching as a career were acceptance of the professional society, the desire to work with young people, and their failure to pass the university

entrance examination. Another significant factor contributing to attitudes and beliefs about teaching was their school experiences from the elementary school level right through to the current teacher education institution. Their memories included good teachers, academic success, and pleasant school activities.

Teaching, to all three participants, consisted of significant elements: "teacher", "students", "learning activities", and "classroom" or a place where students learn. Obviously, as the three student teachers engaged in the process of the practicum, changes in beliefs about teaching were observed through the many conversations between the three participants and myself throughout the practicum. Further, such beliefs were significant because in most cases they influenced the student teachers' teaching behaviour in their classrooms.

From the student teachers' beliefs about teaching and learning, coupled with their actual teaching behaviour, and their concerns, six themes incorporating teaching perspectives emerged. These themes are described in the following chapter.

CHAPTER VI

PERSPECTIVES TOWARDS TEACHING

> To indicate anything, human beings must see it from their perspective; they must depict it as it appears to them.
>
> (Blumer, 1969, p. 22)

In the quest for an understanding of how prospective teachers understand the meaning of being a teacher, Kelly (1955) provides us with the explanation of the "Individual Corollary" that persons differ from one another in their construction of events"(p.55). Although the emphasis is on how individual student teachers differ from one another in construing the meaning for themselves, they also find "common ground" by construing significance from the experiences of others along with their own (p.56). Through "cross case analysis" (Patton, 1990, p.376), in my study, I tried to group together answers to common questions from the three participants. I discovered similarities and differences between the teaching perspectives of the individual student teachers. Their meaning of teaching and how understanding is utilized and modified by the preservice teachers throughout the practicum are discussed in the following interrelated themes:

1) entering the worlds of children
2) adjusting to reality
3) maintaining class control
4) incorporating transmission with interaction

5) teaching as learning

6) teaching as a multiple metaphor

Theme One - Entering the Worlds of Children

> ...teaching so understood is attuned to the place where care dwells, a place of ingathering and belonging, where the indwelling of teachers and students is made possible by the presence of care that each has for the other.
>
> (Aoki, 1992, p.21)

In our conversations about teaching, the student teachers stated that they attempted to understand students in a variety of ways: establishing relationships, accepting, understanding, and caring. The importance of entering a child's world was considered to be central to teaching.

For the prospective teachers in my study, a need to build good relationships with the students emerged from the first day in school, and it was solidified by the end of the practicum. Prior to teaching her classes, Kanchana spoke of the importance of being friendly as a means of establishing a good relationship between teacher and students. "Good impressions. Being a pleasant person with bright smiles, and warm personality. The way you talk to your students encourages them to come to you and talk to you" (06.11.91). Later on Kanchana discovered that in order to build a good relationship

between teacher and students, it is important that the teachers also allow students to get to know them. She stated that "the teacher should open her world to the students and let them know what kind of a person a teacher is" (31.01.92).

Tichanan spoke of creating a warm climate for a good relationship between teacher and students. "It should be a friendly atmosphere, like a home" (06.11.91). Also, Tichanan chose "a happy medium" (Tardif, 1984. p.150) when she stated, "I think the relationship between a teacher and her students should be a middle ground between being firm and friendly" (31.01.92). Tardif (1984) explains this perspective by stating that prospective teachers believe that the best way to achieve a balance between two opposing forces or pulls is to choose the "mid-point" between the two (p.150).

However, the worlds of students are not identical. As Van Manen (1986) states, "No two children are alike or experience a situation in exactly the same manner" (p.12). To think about "children's worlds", I refer to "worlds" rather than "world", because not all children are living with the same conditions, despite the fact that they may live in the same community or attend the same school (McConaghy, 1991). Thus, to understand the differences between students' worlds we need to know the broader contexts in which they live.

Kanchana entered the worlds of her students by creating an environment of acceptance. She won her students over by giving them a sincere response to their question: "What do you think of us, students in Room 10?", and her answer was, "I think of you as my students. You are like the other students of mine. You are human beings" (27.11.91).

Jackson (1968), in his book **Life In Classrooms**, states, "Beneath the surface of

classroom events lies the complex world of individual psychology" (p.172). In Kanchana's case, being in the classrooms as a student teacher yet seeing herself as a teacher, unlocked for her the complexity of her students' worlds.

> Some of M.3 (Grade 9) students have already known what they will do next year, some are not interested in finding out... Many of them are not successful in their learning. I think it's kind of hopeless. One important factor is their family backgrounds. Some students are from families where their parents are interested in their children's education. They give support and encourage their children to go on with their education. Some parents don't have time for their children, and some don't understand the system. It's difficult for these students. (27.11.91)

As she entered the various worlds of her students, Kanchana understood the diversity amongst her students.

> Some of them are very good in class. They are interested in the lessons and participate in class activities. Some of them don't pay enough attention to class activities. They also like to make unnecessary noise which disturbs other students in class. (20.12.91)

Ployporn, too, spoke of teaching as broadening the worlds of her students. She noted that it is important for teachers to know their students. Ployporn asserted, "You could be accepted by your students right away if you could remember their names correctly" (26.11.91). To know the students, Ployporn articulated:

> ...it is not only their names but you have to know more about them, about their lives, their families, their best friends. It is important to know them so you can help them when they have problems. (31.01.92)

Ployporn, like Kanchana, found the differences among the students in her classes surprising.

> Some of my students came to school even though they are sick. They said they didn't want to miss the class... But at other times I don't understand why many of these students like to skip classes without any reason. (26.11.91)

Being a student teacher, Ployporn found it difficult at the beginning to comprehend the worlds of her students. However, by the end of the first month in school, she summarized her strategies to "get to know" and "understand" her students.

> I asked every student in my classes to write a short description about themselves and their families, and about anything that they felt comfortable to let me know. By doing this I had a very good opportunity to get to know them right at the beginning. Later on I will talk to them more and more. I think I'll know my students better. (27.11.91)

Towards the end of the practicum, Ployporn asserted that she had, indeed, entered the worlds of some of her students and that her choice of career was clearer than it was before. For Ployporn, "teaching" means being a part of the worlds of her students.

> I still want to be a teacher. I don't know, but I love my students and care for them more than before. My students asked when we would be leaving. They wanted to find some souvenirs for me... My friends asked if I counted the days or not. I said "No." I feel that teaching is part of my life now. (14.01.92)

Tichanan, who taught M.2 (Grade 8) students, believed that "your students are those whom you care for" (06.11.91). Tichanan explained, "Caring means be there for them when they need you" (10.02.92). Tichanan spoke of entering the world of a student in the school:

> ...Somchai is not in any of my classes but he likes to talk to me. He has some problems within his family. He told me that his father has moved to another town and works there. He lives with his mother and his little sister. (10.02.92)

A student's world is not always a pleasant one. As a result, Tichanan asserted that in order to be part of her students' worlds, she needed to listen to them. "You are there to listen to them because you are interested in what's happening to them"

(10.02.92). Tichanan seemed to win the students over by being there for them. It was her intention throughout the practicum to be a caring teacher. She said, "I want to be a trustful teacher whom students can always approach when they need someone to listen to" (24.01.92).

Once the diversity of the students in M.2 (Grade 8) classes was clear, Tichanan referred to knowledge about teenagers which she learned from many Educational Psychology courses and her own experience at this age. She spoke of "peer pressure" as a major cause of misbehaviour in class. "Friends become the most important influence of the behaviour of kids at this age. They need friends and they want to be accepted by their friends" (20.12.91).

Towards the end of the practicum Tichanan believed that being a "caring" teacher does not mean only being there to listen to her students, but it includes making an effort to seek the best approach to help them learn effectively. Tichanan stated:

> Once we get to know the students, we have a hint about their interests and their abilities. Then, we can select and organize learning materials and activities that suit them. (19.02.92)

In our desire to enter into the worlds of children, McConaghy (1991) emphasizes that we need to "create for ourselves a deeper pedagogical consciousness of what those worlds are like" (p.221). We, the teachers of students, need to observe and listen to children thoughtfully. Van Manen (1986) explains the notion of pedagogic thoughtfulness by emphasizing that a teacher should have a certain way of seeing the children, of listening and responding to them. He concludes that "a real teacher **knows** how to see children - notices a shyness, a certain mood, a feeling of expectation... the teacher who makes the effort touches each child" (p.21).

Kohl (1976), in his book **On Teaching**, speaks of seeing the worlds of our students when he states that "...teachers must know something about their students' lives" (p.67). Like Van Manen (1986) and McConaghy (1991), Kohl notes the significance of the quality of observing and listening to the students. Kohl feels it is the best way to know and see our children. This matter is explained clearly by Dewey (1959) in his book **Dewey On Education**:

> ...a teacher can find out immensely more about the real needs, desires, interests, capacities, and weakness of a pupil by observing him throughout the course of such consecutive activity than by any amount of direct prodding or of merely cross-sectional observation. (p.122)

Noddings (1984) speaks of "caring" for the others by referring to a definition of Milton Mayeroff's, "To care for another person, in the most significant sense, is to help him grow and actualize himself" (p.9). Likewise, in Tichanan's case, we can see that she devoted her time to her students when they came to talk to her at her residence. Also, her intention to visit the student who was arrested by the police showed her sense of caring as defined by Nel Noddings, "to care, we feel, requires some action on behalf of the cared-for" (Noddings, 1984, p.10).

All three student teachers in this study saw the necessity of knowing the personal worlds of the students they taught. However, in attempting to understand the worlds of our students, a study by Leonard Davis (1985) alerts us to the fact that we cannot assume we know everything about our students in spite of our effort. Davis interviewed 215 secondary school students in England about what young people think and feel, and he presents the results of his study:

> The pupils were evenly divided about whether teachers had the right ideas about them, although most were keen to convey that teachers only knew about parts of their lives and that, additionally, they were both **good** and **bad** sides to them which teachers never knew about. This was a disappointment for some pupils who preferred to separate school and home. (p.66)

Also, one interesting message suggested by Davis' study is that adolescents frequently found themselves in need of advice and support about school and home, relationships in and out of school, and especially, events which overwhelmed them and from which there seemed to be no possible escape. In replying to a question, "Whose advice do you value most in school?", the students seemed to appreciate having a close relationship with at least "one trusted teacher", someone whom they felt at ease with, who was nonthreatening, and who would respect their confidentiality (p.62).

In conclusion, it is obvious that a need to understand students and enter their worlds was at the heart of teaching for these prospective teachers. According to the participants in my study, they attempted to get to know their students because they had a feeling of concern for these students. All three of my student teachers, Kanchana, Ployporn and Tichanan, were educated to become guidance teachers who would serve as school counsellors, and as a result they all emphasized the quality of being caring persons. This particular teaching perspective of the three preservice teachers is consistent with Sumon Amornvivat, a Thai teacher and educator, who uses the teaching of Buddha, and provides us with a perspective towards teaching through a Buddhist's lens. She writes, "Metta Dharma" - the love for all as the beginning of education. Teaching begins with "metta" - loving and kindness, followed by faith, love, empathy, interaction, and generosity (Amornvivat, 1992).

Theme Two - Adjusting to Reality

> What, then, is reality? What must the teacher face? ... Philosophers, teachers, scientists, poets and others have attempted to define reality and it is agreed by many that just as "beauty is in the eye of the beholder," so is *reality* determined relatively.
>
> (Pullias & Young, 1977, p.209)

"Adjusting oneself to the institutional and professional expectations of teaching confronts every student teacher in the initial encounters of school experience" (Tickle, 1987, p.60). Congruent with Tickle's statement, upon entering the school, the student teachers in this study perceived themselves as "the individual in the system" (Nias, 1986) who attempted to adjust themselves to the real world of teaching. Through conversations and classroom observations, these student teachers tried to adjust to the reality of school life in order to learn and get along.

Initially, Kanchana, Ployporn, and Tichanan attempted to learn about the milieu within the school and adjust to the institutional ethos by "fitting in". Kanchana stated that she had learned about the school culture from her previous experiences of phases I & II practicum in this school, therefore she did not find it difficult to adjust. She noticed that every morning the teachers in this school "wai" each other which is the Thai way of greeting, and say "sawaddee kha/khrab" (good morning/ hi/ hello). Kanchana asserted, "I don't hesitate to follow this school tradition. I think it's suitable because students in school can learn from what they see and practice in every day life"

(27.11.91). In Ployporn's case, she said, "I don't find it difficult to follow school rules. I think we are here to learn what teachers in school do. And I think it's better if we follow those rules" (31.01.92). Tichanan, too, did not find it difficult to adjust to the way of life in the school. "I don't think it's difficult to be like other people in the school. I feel comfortable and am able to fit in" (31.01.92).

In addition, the student teachers believed that to adjust is "to get along". They spoke of adjusting to the culture of the school as an effective way to fit into the new environment.

> I am a student teacher and I'll be here for a short period of time to practice teach and work with teachers and students in the process of learning to become a teacher. I think I need to behave in the way that is accepted by other people. (Ployporn, 10.02.92)
>
> I think the realities of life in school are significant. We do not expect to change things the way they used to be. We are the ones who need to change or adjust to the real life of teaching, of the classrooms and school. (Kanchana, 10.02.92)
>
> Adjusting is important for us. Being a student teacher in the school which can be thought of as being in a new situation, I need to adjust to the culture of the school. I don't think I can expect to find things the way I want. (Tichanan, 10.02.92)

According to the interactive process of teacher socialization in Lacey's (1977) conceptual model of learning to teach, the student teachers' attempts to adjust to the realities of school life may be seen as "internalized adjustment" (p.66). The strategy of **internalized adjustment** refers to a process whereby individuals comply with the constraints and believe these constraints to be for the best. As previously stated, Ployporn, Kanchana, and Tichanan perceived that the reality of school life was a significant situation to which they needed to adjust. This strategy indicates a situation

where individual student teachers are willing to become the kind of person perceived to be demanded by the institution.

The way the student teachers adjusted to real life in the school is perceived as "taking the path of least resistance" (Tardif, 1988, p.44). In her study, Tardif discovered that student teachers learn to avoid confrontation or conflict as they progress through professional rites of passage. She comments on the tendency of student teachers to conform to the way things are generally done in school and classrooms. Tardif (1988) speaks of her student teacher's conformity in the practicum, "As a student teacher, it is often easier to accede to the way things are than to attempt to change a situation within a limited period" (Tardif, 1988, p.44).

Each prospective teacher experienced the necessity of adjusting to the reality of teaching. In the case of Kanchana, time was considered significant, so she adjusted her plans and her teaching strategies to a time line. She spoke of the time constraints:

> In Social Studies I've got to finish 10 chapters. I am worried that I might not be able to finish before leaving the school. At the beginning, I was going to use several techniques, but I gave up because I didn't have enough time. I am now just about to finish the last chapter and next week I plan to go through the contents that I had taught. (10.02.92)

Also, time spent teaching each group of students was dissimilar. Ploypom explained what she discovered:

> The students in M.2/1 (Grade 8 room 1) are very good. They are ready to learn and they seem to be willing to participate in the activities. I usually don't spend too much time explaining things to them, but I let them do it by themselves. The groups usually prepare the questions to ask other students in class. My role is just to introduce the activity at the beginning and help with the conclusion part at the end. While in other classes I need to explain more or sometimes I have to ask the questions and lead the discussion too. It's different. (26.11.91)

The student teachers in this study found themselves following the plan established by their cooperating teachers. Apparently, Ployporn and Tichanan who taught M.2 (grade 8) Guidance did not have an opportunity to make many decisions about what to teach or how to teach throughout the sixteen weeks of the practicum. The plan was made and introduced to the classes before the student teachers arrived at the school and the two student teachers were expected to follow the prepared plan. Ployporn asserted that sometimes she found teaching uninteresting for both the students and herself. Ployporn's teaching performance and our conversations on February 4th, 1992 were recorded in my field notes:

> I saw Ployporn conduct the activities the same way she did several classes before - asking questions, leading the discussion, giving more explanation, and coming up with the conclusion... I asked her about these teaching strategies.
>
> W: What do you think about this kind of activity?
>
> P: It's good for the first two groups, but after that it's like following the same track. It's boring. I wish I had a chance to plan the lesson my own way.
>
> W: Why don't you change and do something else?
>
> P: Well, my cooperating teacher told me to follow her plan. She gave the students the assignment - scripts, guided questions, topics for discussions. I am the student teacher and I don't want to change things, especially when the plan has been set-up by a cooperating teacher. (Field notes, 04.02.92)

In the study by MacKinnon (1989), prospective teachers perceived the practicum as an artificial teaching experience. Conformity was an underlying theme for the student

teachers throughout the eight week practicum. Ploypom's situation as illustrated above concurs with MacKinnon's (1989) finding. Student teaching often does not provide an opportunity for prospective teachers to try out ideas and skills they have learned at university. Beth, one of the informants in MacKinnon's study, refers to student teaching as a "bending to mold yourself into the mold that the teacher has" (p.13). MacKinnon asserts that Beth articulated the constraint in her situation in Beth's quote:

> The usual. Doing things I don't like doing, like doing the letter R. I was thinking this morning that I came in just like a robot and changed the letter of the week, and got out the stuff and thought about how I was going to do the letter R. And it didn't even strike me as: "God, this is horrible," until after a while I thought: "What am I doing?" I'm not even thinking about it any more. I'm into this rut where I'm doing it, and it scares me. (p.13)

In conclusion, if we consider "constraints and opportunity" (Clark & Peterson, 1986, p.258) to be influential to a teacher's thought and action, we may assume that student teachers are affected by the constraints and opportunities that exist in schools and classrooms. In this study, Ploypom, Kanchana, and Tichanan, seemed to be constrained by a variety of external influences such as class size, classroom space, diversity of students, the curriculum, time, lesson plans, and cooperating teachers. They may "behave in a certain way simply because they are given a rare opportunity to do so" (Clark & Peterson, 1986, p.258).

Theme Three - Maintaining Class Control

> Learning to live in the classroom involves, among other things, learning to live in a crowd.
>
> (Jackson, 1968, p.10)

Carol Cummings, in the book **Managing to Teach**, writes, "Who has time to teach? I spend my time managing the classroom, keeping kids in the seats" (Cummings, 1983, p.1). Congruent with the features of a classroom illustrated by Cummings (1983) and Jackson (1968), the student teachers in this study perceived classroom management as a major concern, particulary at the beginning of their practicum. Several factors seemed to be problematic for prospective teachers including the number of students in the classroom, student attitudes about the subjects and student perceptions about the role of preservice teachers. All of these elements tended to affect classroom management.

Tichanan spoke of the problem of teaching large classes and outlined what she considered troublesome:

> It's difficult to manage group work. If we put them in groups of six to eight students, there would be about seven to eight groups. There will be too much noise if we let them discuss in small groups, and it takes a lot of time. It may disturb the neighbouring classrooms, too. (06.11.91)

Kanchana, too, assumed that the number of students in her classes created the problem of class control. "The problem is they (the students) make too much noise. I think that there are too many students in one class" (27.11.91).

In Ployporn's case, she perceived the chaos in a classroom as "a common

concern for both student teachers and cooperating teachers" (31.01.92). She spoke of the classroom as a place where "you put 55 or more kids together and you can't avoid chaos. They don't like to sit still for an hour" (05.11.91). She said, "We have to understand the nature of these children. Then, you will learn how to manage your own class" (31.01.92). However, Ployporn considered the problem of classroom management to be due partly to the students themselves. Ployporn articulated:

> They were not ready to learn. Many of them needed time to finish the assignments or homework. Some of them wanted to talk to their friends about assignments from previous classes, so they marched around and disturbed others. It was difficult to begin to teach or introduce what you had planned with that kind of classroom situation. (20.02.92)

In addition, the attitude of students towards their subjects was considered a significant influence on student behaviour in the classrooms. Towards the end of the practicum, Ployporn discovered that students valued their subjects differently. Ployporn comments, "Many students think that some subjects are more important than the others. Therefore, they concentrate on Math, Science, and English more than Guidance which we teach" (20.02.92). Due to the fact that students value Math and Science higher than other subjects, Ployporn asserted that "in Guidance classes sometimes the students did not want to participate in class activities, they'd rather try to finish the assignments in other subjects" (20.02.92). Tichanan, consistent with Ployporn, spoke of Guidance as a subject that was considered less valuable than other subjects by her students. She stated:

> Most students think Guidance is not important for them. They think that they have already known about what we are talking in class. Also, they do not earn any credits or marks in this subject. It is a pass or fail evaluation. They think that if they do not skip the class they should get a "pass" grade. (27.11.91)

On the contrary, the attitude of the students about Guidance in Kanchana's M.3 (Grade 9) Guidance classes was different from what was previously found by Ploypom and Tichanan. For M.3 (grade 9) students, Kanchana introduced various alternatives to pursue higher education. She told me after my observation of one of her classes:

> I think students were curious to know where to go and what to do next year after they finish grade 9. They were interested to find out if their choices would suit their personalities and their abilities or not. I gave them information about these kinds of things so that they could decide for themselves. Also, I suggested that they should discuss this with their parents. (18.11.91)

Kanchana did not perceive the students' attitudes towards Guidance as a factor contributing to the problem of class control.

Duke (1982), defines **classroom management** as "the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur" (p.vii). According to this definition of the term, the teacher's role shifted from control to management. Classroom management, therefore, is perceived as influential to students' learning as asserted by Doyle (1986) that "management is commonly viewed as a prerequisite to instruction, something to get out of the way so that teaching can occur" (p.394). Doyle focuses on the problem of order in classrooms and claims that classroom teaching has two major task structures organized around the problems of "learning" and "order". In addition, after closely examining the nature of the classroom environment, Doyle remarks that "management is a complex enterprise" (p.397). He goes on to explain that order is mutually established by both teachers and students and that the nature of orderliness, the need for intervention, and consequences of particular teacher and student actions are affected by numerous circumstances (p.397).

It is obvious that the student teachers in this study regarded classroom management as a significant factor in teaching and learning. Classroom management was perceived as "a teaching task" (Carter & Doyle, 1987, p.150). Kanchana spoke of her attempts to control the class and teach the lesson. "For the first few weeks I was very much concerned about classroom management, therefore I forgot all about my lesson plan and how to present activities to the class" (27.11.91). In Ploypom's case, prior to teaching the class she spoke of the ability of the teacher to control the class as a very important factor in the teaching-learning process. She asserted, "It's important to have the students listen to you. If they make too much noise the teacher needs to talk to them and ask them to be quiet because other students want to learn or the noise might disturb other classrooms" (05.11.91). Ploypom believed that the teacher should not let disruptions take place too long before intervention. She emphasized, "For me I have to solve the problem right away. I may have to make them become aware that I am their teacher and they should respect me as their teacher" (05.11.92). This perspective is clearly stated in Tardif's (1984) statement "establishing a teacher identity" (p.133). Tardif asserts that it is important for student teachers to be seen as a teacher. As time went by, I asked Ploypom about the problem of class control, and she responded confidently, "I feel more comfortable now. Although there are some misbehaving students, I can easily deal with them. I don't think that class control is a big problem for me" (14.01.92).

The desire for control over the students was discovered in the study by Tardif (1984). She states that "as they established their teaching identity, the participants increased their desire for pupil control of the class" (p.155). Tardif noticed that as time

went by the student teachers tended to use more severe means of handling pupil misbehaviour. In her words, Tardif describes the student teachers' performances when confronted with an actual disciplinary situation, "...the classroom management approaches indicated an increasing degree of control and the desire to be in an authoritarian situation" (p.159).

Ployporn, who seemed to have fewer problems than the other student teachers in securing control over her students, affirmed that the teacher is the most important person in gaining respect from the students and keeping the class in control. She asserted, "The teacher's personality is important...by personality of the teacher, I mean... her appearances, her manners, and her self confidence" (26.11.91). In addition, Ployporn believed that besides being confident herself, her voice is a significant factor in securing control. As Fontana (1985) states, the teacher's voice "should be used to communicate clearly and with sufficient volume" (p.126). Ployporn asserted:

> The teacher needs to communicate with the students; her voice should be loud enough to be heard in a classroom. I think that her voice may be related to her personality, her confidence, her ability to deal with the problems in the classroom. (05.11.91)

In the second repertory grid conversation with Ployporn, she emphasized that the teacher should be punctual and be well prepared to teach, because "you also become a good role model for your students as well" (20.12.91). Ployporn further explained what was considered significant, "If we teach our children to be on time, we have to be on time too. If we are either late for class or late to begin the lesson the problems of class control may occur" (20.12.91). In addition, Ployporn noted that "the teacher has to be well prepared, not only the subject matter but also the materials needed for class

activities" (20.12.91). Like Ploypom, Fontana asserts that teachers need to be punctual and well prepared to avoid problems with class control. Also, Fontana affirms that once the teacher and students are in the classroom, it is necessary to settle the class quickly, so that "the children's attention is focused upon the teacher and upon the learning task" (p.126).

From the observations in many classes and conversations with my participants, a variety of strategies to keep a class in control were noted. It is consistent with the comments suggested by Doyle (1986) that "classroom management refers to the actions and strategies teachers use to solve the problem of order in classrooms" (p.397). Kanchana stated that teacher movement is significant so that whatever happens in the classroom is noticed. During the first few weeks she did not feel comfortable moving around the classroom. Later on, she spoke of the necessity of moving around, especially to troublesome spots during seatwork activities and to particular students who need assistance from the teacher. Kanchana said:

> I found that the movements of the teacher affect class control...When I moved around I knew the areas where the trouble was likely to start and I could pay attention to them... Sometimes they (the students) could not hear what I was saying properly. They began to talk to their friends. If I walked to them and they asked me the questions then I could respond to their needs and perhaps help them to learn. (27.11.91)

Ploypom believed that it is necessary to establish a reciprocal agreement between teacher and students. Ploypom noted that good communication in the classroom is significant. She said, "You have to make the student understand and accept what you want to call **a rule**" (14.01.92). In addition, Ploypom's strategies related to her effort to communicate with the students as a means to control the class. She asserted, "I

usually told them that we needed quiet in our class to hear some explanations from me before they could work on their own" (26.11.91). Ploypom's strategy in establishing the rules within her classes is congruent with recommendations suggested by Long and his colleagues (1985). Long and his colleagues (1985) state that class control might be developed within a class discussion in which the rules generated are acceptable to the teacher as well as the students.

According to conversations with Tichanan and observations in many of her classes, Tichanan perceived classroom management as problematic for her from the beginning to the end of the practicum. Although she tried to solve the problem, her strategies were rarely successful. After my visit to one of her classes I asked her the reason why she let the chaos go on without intervention. She responded, "I used to tell the class when I first taught that while I am teaching please put away your other work. If they keep on doing it, I don't know what to do" (27.11.91). Tichanan introduced the rules to her students at the beginning of each class; however, rules did not seem to work for her.

Tichanan perceived a teacher as a respectful person, and believed that students should behave themselves in the manner of "krengchai". In Thai society, teachers and elders receive "krengchai" from students or minors. The term "krengchai" is defined by Phillips (1965) as "the feeling and attitude of self-effacement and humbleness, involving the desire to avoid intruding upon or embarrassing others or causing others to extend or trouble themselves" (pp.49-50). Tichanan seemed to expect her students to feel "krengchai" for her while she was teaching. She said, "I think that they (the students) should "krengchai" more than this" (20.11.91). Tichanan's expectation is realistic since

students should show respect for teachers with humility and obedience in the Thai culture.

Consistent with Tichanan, Ploypom also expected "krengchai" behaviour from her students. She spoke of "krengchai" behaviour as incorporating a respectful attitude. She explained:

> In class the students should respect me as their teacher and have the feeling of "krengchai". By "krengchai" I mean that they think of me as their teacher. They realize that they should concentrate on the lesson or the activities that are being introduced to them. They should not talk or act in ways that may cause disruption. Also, my students should not work on other assignments while I am teaching the lesson or when I let them do their seat work that I assign to them. (20.02.92)

Kanchana believed that being a student teacher, her students felt "krengchai" for her less than for the cooperating teachers. However, she shared her belief with me that "a teacher with a good personality who remains firm and calm can gain the feeling of "krengchai" from students" (26.02.92).

Good and Brophy (1987) claim that the way students present themselves to teachers makes teaching decisions more difficult. This kind of problem is perceived as the everyday problem of minor inattention and disruption. Good and Brophy (1987) assert that boredom, fatigue, or situational distractions are the causes of such problems. Some techniques suggested by Good and Brophy (1987) may be helpful for prospective teachers to keep in mind in order to prevent or minimize disruptions. First, teachers should expect full attention from every student in class before beginning the lesson. Second, during the lesson, the teachers should monitor and stimulate attention regularly in order to maintain attention. Third, the inattention and disruption problem should be eliminated quickly and with minimal distraction of other students (p.260).

Kanchana discovered that some students in her classes preferred a strict type of classroom atmosphere. She articulated, "Some of my students suggested that the teacher should not create just a democratic classroom climate, but there should be an authoritarian type as well" (26.02.92). This perspective is clearly clarified by Dobson (1992) in his book, **The New Dare to Discipline**. Dobson states that students at all levels, elementary school, junior high school, and high school, tend to admire more demanding teachers. Dobson writes:

> Children admire strict teachers because chaos is nerve-wracking. Screaming and wiggling are fun for about ten minutes; then the confusion begins to get tiresome and irritating. (p.154)

Another concern for the student teachers in this study was the fact that they were student teachers not "real" teachers. Although the three prospective teachers considered themselves as student teachers who assume the role of teacher, differences between "self as teacher" (Tardif, 1984, p.130) could be noticed. At the beginning, particularly when confronting class control problems, Kanchana confused her role of "being a student teacher or a teacher". She commented,

> They (the students) think that we are not their real teachers. And because we are not real teachers sometimes we don't know how to deal with those misbehaving students properly. (31.01.92)

Later on Kanchana asserted that her uncertain feelings about being a teacher decreased when she stood in front of her students. She emphasized, "I think I am a teacher and I want my students to learn. I have responsibility like a classroom teacher" (10.02.92).

Ployporn, who had seen herself as a teacher as soon as she entered the field, remarked that perception is significant for self-confidence.

> I think I am a teacher. When the students see me in the hallways they greet me in the same manner as they do their teachers. I feel great and think that I will try to do my best. (26.11.91)

Although Tichanan felt she was a teacher, when she was in the classroom she was uncertain about her role. She believed that her students saw her as a student teacher rather than teacher. She noticed the students' different attitudes towards herself and her cooperating teacher. "The students seem to respect her (the cooperating teacher) and "krengchai" her. I think they obey her more than me, a student teacher" (31.01.92). However, Tichanan hoped that she would be able to manage her class better when she became an established teacher. "I think that if I were their real teacher I would be able to do better to keep the class in control" (31.01.92).

It was noticeable that student teachers who recognized and internalized the fact that they were taking the teacher's role and functioned as leaders were more effective in maintaining order in the classroom. Schwebel and his colleagues (1992) emphasize that "asserting oneself as a teacher means being strong and effective, but that can be done in thoughtful and quiet ways" (p.162). In addition, for prospective teachers, Schwebel and his colleagues suggest:

> As a teacher, however, we are the adult given the social responsibility for a portion of the education of children and adolescents; and as a teacher we are the only adult in the classroom, even if some of the youths in the class tower over us. We are not complete adults in class if still in a corner of our brain there lurks the consciousness of being one of them, or the feeling that we would want to be one. (p.161)

Due to the fact that "teachers should expect to be obeyed" (Good & Brophy, 1987, p.152) the prospective teachers were aware of the significance of classroom orderliness from the beginning to the end of their practicum. It is evident that the

student teachers in this study attempted to maintain order in the classroom, so that they could teach or conduct the activities they had planned. In addition, in most cases, the preservice teachers were disappointed to discover that they did not receive "krengchai" from their students. Various strategies to manage the classes were implemented. However, success varied according to the individual student teachers' personality and capability.

Theme Four - Incorporating Transmission with Interaction

> For John Dewey the term **teaching** was regarded as similar in form to the term **selling**. That is, one could not teach unless someone learned, just as one could not sell unless someone bought. Teaching and learning were regarded as reciprocal concepts. Although it was possible to learn without having been taught, one could not be said to have taught unless someone had learned.
>
> (Eisner, 1985, p.179)

The prospective teachers identified a teacher's role as one of knowing and explaining, creating a cooperative classroom climate, and encouraging students to actively participate in learning activities. They, therefore, perceived that teaching is a process of "transmission" of knowledge simultaneously with an "interaction" between a teacher and students and amongst students.

In my first repertory grid conversation with Tichanan, she stated that "teaching is a process of transmitting utilitarian skills and knowledge to the students" (06.11.91).

For Tichanan, the transmission aspect was not only the definition of teaching that she held, but it was also adopted as her teaching strategy, especially in her Social Studies classes. She spoke of her techniques, "I have to explain the content to the students, and sometimes I highlight the important parts for them, too" (11.12.91).

Kanchana, like Tichanan, was concerned about the subject matter that needed to be delivered to her students. Her pattern of teaching was recorded in my field notes.

> Kanchana reviewed the lesson she taught last week by asking questions. She, then, began to explain the content in chapter 19. The students followed the explanation by listening to the teacher quietly, many of them had their text books opened and made notes or underlined the important parts. Following each topic, Kanchana probed to check the students' understanding. Sometimes she asked, "Any questions? " Then she went on to the next topic. At the conclusion, Kanchana summarized the content for the students. After class I asked her what happened to the question-answer technique which seemed to work out very well during my last observation. She told me that she needed to finish the chapter, therefore, she could not probe more. She noted that she needed to finish all the chapters before the end of the practicum because after that the students would have to write a final examination. (Field notes, 05.01.92)

It is evident that Kanchana and Tichanan perceived a need to have their students master the subject matter in the written curriculum in Social Studies. In addition, the two student teachers discovered that evaluation was also a powerful constraint. They believed that their main responsibility was to prepare the students they taught for examinations.

Ployporn, too, initially defined teaching as a process of transmitting skills and knowledge to the students. In the area of "knowledge", Ployporn included, "skills and knowledge of living in the society and the subject matter in the curriculum" (14.01.92). This perspective is congruent with what Eisner (1985) calls the "explicit and implicit curricula" (p.87). Explicit curriculum is explained as certain goals which appear

publicly and explicitly. These goals are: teaching children to read and write, to figure, and to learn something about the history of the country. In addition, there are goals and objectives for Science, Arts, Physical Education, Social Studies, and Foreign Languages. On the other hand, Eisner states that some intellectual and social virtues (e.g. punctuality, a willingness to work hard on tasks that are not immediately enjoyable, and the ability to defer immediate gratification in order to work for distance goals) which are taught in school in an informal form are defined as the "implicit curriculum" (p.95).

To relate this perspective to the literature on preservice teacher education, Ross (1992) claims that transmission of knowledge is labelled "the utilitarian teaching perspective" (p.20). Ross further explains that prospective teachers with this perspective consider teaching as a technical activity which emphasizes "behaviour management, efficiency, order, and content coverage in their practice teaching" (p.20).

The utilitarian teaching perspective is seen as a rational and practical basis for the prospective teacher's work (Calderhead, 1991; Hargreaves, 1988; Ross, 1992; Wilson, 1990). Calderhead (1991) concludes from the literature review about student teacher's knowledge that "it is not uncommon for student teachers to think of teaching as telling and showing, learning as memorizing..." (p.532). As a result, the work of teaching involves telling and explaining things to the students, and learning involves absorbing the facts and information provided by the teachers. Wilson (1990), in her efforts to encourage her student teachers to become aware of their beliefs about teaching, asserts that the prospective teachers' belief about teaching as telling developed through their classroom experiences as a student and were "deeply rooted and insidious" (Wilson, 1990, p.206). In addition, Wilson discovered a common assumption amongst

student teachers, "If only teachers would tell their students something clearly and concisely, every learner who was motivated would leave the class with the same understanding" (p. 206). Congruent with this assumption, Hargreaves (1988) notes that transmission teaching means that teachers do not orientate themselves so much to the needs of individual students, but instead tend to treat the whole class as a kind of "collective student" (p. 217-218).

To explain the roles of the participants in the process of teaching and learning in the "utilitarian perspectives", Ross (1992) emphasizes both "the transmission of approved views and information and student mastery of course content" (p.20). Accordingly, Zeichner and Tabachnick (1981) define the roles of a teacher and students.

> Being a teacher, then, means identifying knowledge that is certain, breaking it into manageable bits, and transmitting it to students in an efficient fashion. Being a student means acquiring this knowledge and learning how to use it in a context which does not include criticism and has little patience with analysis. (p.9)

Since the emphasis is on transmission of knowledge, the teacher's role is to make it comprehensible for the students.

Knowledge of the subject matter seemed to be a major concern for the student teachers in this study. In order to teach, they found a need to possess and understand the content. Ployporn who taught M.3 (grade 9) Health Education as her alternative teaching subject spoke of how important it is to know the subject matter well in order to teach. "Health Education is neither my major nor minor subject. I found that I had to work hard to prepare the content and to teach" (26.11.91). Also, Ployporn found that she needed to know more than the content in the textbooks because, "if the students asked me some questions connected to the topic but not clearly stated in the texts I think

I should be able to answer or provide them with a related sources" (26.11.91). Kanchana perceived significant knowledge of the subject matter as a means to better teaching. Towards the end of the practicum, she expressed the need to acquire more knowledge of the subject matter in order to become a good teacher.

> I think I need to read a lot more to gain knowledge about the content that needs to be taught. I find that I should know more than this so that I can answer my students' questions. Sometimes I was not sure whether I might give them the wrong information, therefore, I told them that we should do some research together on this matter. I think to be a good teacher I need to know the subject matter better than this. (10.02.92)

In Tichanan's case, she spoke of good teachers as knowledgeable in the subject matter with an ability to help students learn effectively. "To teach I need to understand the content thoroughly, so that I can help my students understand the subject matter better" (19.02.92).

Consistent with Shulman (1987), who recognizes the significance of teacher knowledge in teacher education, it can be assumed that the student teachers in this study saw themselves in need of both content knowledge and pedagogical content knowledge. McNamara (1991) distinctively defines two domains of teachers' knowledge: "subject knowledge" as the knowledge and understanding of subject itself, and "pedagogical content knowledge" as the knowledge about how to apply the subject when teaching it (p.118-119). Accordingly, prospective teachers need a thorough knowledge of the subjects they are to teach and must be able to convert this knowledge into a teachable format for a wide range of their students. If we examine the experiences of the student teachers in this study closely and concurrently with Shulman's suggestions, we may notice that these prospective teachers perceived the teacher as the most important person

to make a difference in the teaching and learning process. They stated that teachers should know the subject matter well and be well-prepared to teach. The student teachers found a need for a better understanding of the subject matter and the methods of teaching that promote students' learning.

Goodman (1985) reported the findings from his study on the impact of field-based experiences on perspectives towards teaching. Upon entering their practicum sites, student teachers were curious to know what to teach and how to teach. Goodman asserts that the answers to their questions had a great influence on teaching perspectives of the prospective teachers. The student teachers soon learned that "teaching for the test" was the major determinant of curriculum decisions. As a result, for most prospective teachers, "getting the pupils through the material was the primary task of instruction, and learning became synonymous with successful (higher) test scores" (p.44).

In my study, the student teachers' first meeting with their cooperating teachers involved the subjects that they would teach during the semester. The topics coupled with the schedules were given to the student teachers as a frame to plan their lessons. In order to design their teaching timetable, the preservice teachers needed to consult the school agenda to prepare their students for the existing activities, namely, mid-term and final examinations. It is consistent with the result of the study by Goodman (1985) that these student teachers aimed to "bring their students to a certain academic level within a specified time period" (p.44). This perspective was clearly demonstrated by Kanchana who perceived student assessment as a significant constraint. Her concerns were recorded in my field notes:

> There's a lot of subject matter to teach. I have to finish this chapter this week because there will be a mid-term exam next week. Otherwise, my students may not be able to do well in the exam. (Field notes, 02.12.91)

From a sociological perspective, Hargreaves (1988) presents some reasons why teachers themselves adopt transmission teaching.

> a) The control purposes that transmission teaching serves in managing large cohorts of pupils in restricted physical surroundings.
>
> b) Its appropriateness for circumstances of low resource levels and severe material constraints.
>
> c) Its compatibility with a mandated curriculum, whether this is governmentally set or determined by a public examination system.
>
> d) Its association with particular subject specialisms and, elsewhere, its availability as a fall-back strategy for those teaching outside the secure boundaries of their own specialism. (p. 227)

Although Ploypom, Kanchana, and Tichanan considered teaching as a process of transmitting knowledge to the students, they did not expect their students to be solely passive recipients. This perception is consistent with Barnes' (1977) suggestions that students have to be active in the process of learning. Barnes emphasizes the active roles of students, "...the learners not only receive messages from the teacher but also articulate their own understanding" (p.92). It is obvious that towards the end of the practicum Kanchana reconstructed the meaning of teaching. To her, teaching was not only a process of transmitting knowledge to students, but it was also "an activity of doing things together between a teacher and students in order to help the students learn" (26.01.92). As time went by, Ploypom also defined transmission teaching by identifying the roles of the teacher and the students. She asserted that "it is not only the teacher who takes the active part in explaining the subject matter, but also the students have an

active role as well. They participate in the activities and discussions" (14.01.92). Apparently, as the student teachers engaged in the practicum, they perceived teaching as a process of interaction between teacher and students and amongst students.

According to the **Collins Cobuild's English Language Dictionary,** "interaction" is:

> When people interact with each other, they communicate or work together in a situation;... and when one thing interact with another, the two things react together in the same situation, so that they affect each other's development or condition. (p.760)

Ployporn asserted that "teaching requires an interaction between a teacher and students" (20.01.92). She spoke of "teaching" as the process of working together between the teacher and students to accomplish goals.

> Not only does the teacher take part in teaching by transferring knowledge to students, but the students also do their part too. They prepare themselves for the lesson. They become involved in the activities assigned to them. They do some searching. And they find the answers. (20.02.92)

The student teachers perceived that conventional alternatives such as lecture, demonstration, recitation, or seatwork, were inadequate to facilitate learning. During our last conversation before the practicum ended, Ployporn cogently stated, "A variety of teaching strategies should be employed to enable students to learn effectively" (20.02.92). This perspective was observed in one of Ployporn's classes where her beliefs about teaching were related to practice. Her teaching performance in a Health Education class was recorded in my field notes:

> Ployporn taught the students how to help the clients before they reach the hospital or health service. The students were grouped and the assignments were given to each group last week. In class Ployporn asked each group to demonstrate how to take care of the clients with an immediate

> sickness. Right after each group's demonstrations, Ployporn asked questions and invited her students to take part in the discussion. I found that the students were interested in the demonstrations and the discussions. Ployporn seemed to be successful in using the "doing" technique in teaching. (Field notes, 06.01.92)

Interaction between teacher and the students was also important to Kanchana and she explained, "The teacher helps her students to learn in many ways, and the students actively participate in learning. They take part in the discussions and respond to the teacher's questions" (27.11.91). Towards the end of the practicum, Kanchana supported her initial opinion about teaching by stating:

> Teaching is an activity of doing things together between a teacher and students in order to help students learn. Sometimes the teacher provides students with the knowledge of the subject,...sometimes the teacher guides students to obtain knowledge. Sometimes the students discuss the topics...sometimes both the teacher and students try to find a solution to the problem. (26.01.92)

Tichanan, initially perceived teaching as transmitting knowledge to students, however, before the practicum ended, Tichanan noted that teachers have a most important role regarding students' learning. To accomplish the objectives, Tichanan emphasized that both teacher and students need to work cooperatively. She explained:

> If there is a project set up for a learning unit, students search for more information. It's important that the teacher guide them to appropriate resource material. And afterwards the teacher needs to follow up and makes sure that students have the information they need. (19.02.92)

To further discuss teaching as an interaction between teacher and students, we may refer to what Vygotsky (1978) calls the "zone of proximal development" and his idea that "learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers" (p.90). Vygotsky explains the conceptions of the "zone of

proximal development":

> It is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (p.86)

Courtney Cazden defines "discourse" in the classroom as a "scaffold" (Cazden, 1988, p.102). In an interaction between a teacher and the students in the classroom, the teacher may begin the lesson by working together with his or her students. Then, when the students' exercises occur in the context of the full lesson, the teacher's help is gradually withdrawn as the competence of the child grows. Cazden (1988) asserts that "scaffold" is linked with Vygotsky's "zone of proximal development." A scaffold refers to "visible and audible support", and when the child takes over more and is more responsibility for the task at hand, it can be inferred that the child functions in his or her zone of proximal development, "doing at first with help what he or she could very soon do alone" (p. 107).

Consistent with Cazden (1988) and Vygotsky (1978), Amornvivat (1992) indicates that in teaching an interaction between teacher and students and amongst students occurs which incorporates many cooperative activities between teacher and students. Sometimes they work together to search for the knowledge and information needed, while at other times they discuss and exchange ideas with one another. From the various forms of interaction, learning takes place. Students are expected to assimilate what they have learned by trying to relate the newly acquired information with material they already know. Furthermore, it is expected that the students will bring the knowledge which they have mastered and utilize it in new situations.

It is obvious that initially, the three student teachers were concerned about the subject matter that they wanted to transmit to their students. They believed that teaching required an instructor to take an active role in providing students with subject matter knowledge. In addition, good students were defined as good recipients who were attentive and actively engaged in class activities. However, as the prospective teachers experienced the practicum they became aware that it was beyond their capability to transmit everything, in terms of knowledge, to their students. They learned that the nature of the subject they taught required a variety of teaching strategies to help students learn effectively. Further, the preservice teachers gradually interacted more with their students. Thus, interacting with students became a central focus in the process of teaching.

Theme Five - Teaching as Learning

> ...I will LEARN
> -by learning what I teach.
> -by regarding my classroom as a learning workshop where my students and I become learners.
> I will be COMPLETE
> -by teaching and researching.
> -by knowing and doing.
>
> Diana Eckert
> Learning Disabilities Teacher
>
> (in Lehman, 1991, p.22)

As previously stated the student teachers in this study perceived teaching as the transmission of knowledge incorporating an interaction between a teacher and the students. As these prospective teachers engaged in the process of transmitting and interacting, they needed to know and understand as much as they could about the subject matter, the learners, strategies of classroom management, curriculum, and educational aims, goals and purposes (Wilson, Shulman, & Richert, 1987). In addition, the student teachers entered student teaching with great expectations about teaching and growing professionally.

The student teachers frequently spoke of the teaching-learning relationship in terms of their need to understand the subject matter in order to promote comprehension amongst their students. Tichanan emphasized the necessity of acquiring knowledge:

> It is important to the teacher to understand the knowledge of subject matter well in order to teach. I teach M.2 (grade 8) Social Studies I have to read a lot and try to understand the content before coming to class. I usually read textbooks and study the teacher's manual. Sometimes I have a feeling that I need to know more than this. (19.02.92)

In addition, Tichanan found that her preparation included "organizing how to present the content to the students and preparing the questions beforehand" (19.02.92). Tichanan affirmed that if she came to class well prepared she would be able to "take the class through the lesson" (Tardif, 1988, p.43). On the contrary, she said, "If I am not ready, for example, if I don't understand the content, I don't feel confident to teach" (19.02.92).

It has been said that "to really learn a subject you should teach it" (Pullias & Young, 1977, p.200). This maxim was certainly true in the cases of the prospective teachers in my study. Ploypom stated that she had learned a great deal about the

content in Health Education because she taught the subject in M.3 (grade 9). Her strategy included studying from a variety of sources. "I need to study the content of the books. If I have any problem about the content I can go to my teacher at the college who is willing to help" (26.11.91).

Kanchana, too, spoke of possessing inadequate knowledge of the subject matter and this was problematic for her. To be a good teacher, Kanchana proposed:

> I want to be knowledgeable. I need to read more and understand the subject matter well enough to teach. Sometimes students asked questions to which I didn't know the answers, but I didn't want to say "I'll give you the answer later". I want to be able to give them the answers right away. (10.02.92)

Congruent with the perceptions of the student teachers about the knowledge of subject matter, Wilson, Shulman and Richert (1987) affirm that teachers' subject matter knowledge plays a complex role in teaching. They quote Frank, a novice teacher and one of the participants in their study:

> I think there are very few teachers who go into teaching who really know enough. It takes them a couple of years before they know more... To really know something you have to study it more than once... To know it well enough to teach it you need to have studied it numerous times and, I don't know who says it, but "There's no better way to learn something than to teach it". (p.121)

In addition to knowledge of subject matter, student teachers perceive that they need to search for and learn effective strategies to teach different groups of students. Kanchana stated, "I need to find what works for the particular student or groups of students. It's my job to help my students learn the subject matter" (10.02.92). Kanchana explained further, "...different techniques should be used with different groups of students because of their different learning ability" (27.11.91).

Ploypom, too, perceived the need to seek practical techniques and expand her pedagogy to promote students' learning:

> I need to observe what's going on in each class. I found out that some techniques were suitable for the students in room five but did not work for the students in rooms seven and eight. The students are different and I cannot do the same thing or teach the same way with different groups of students. (14.01.92)

Although Tichanan found it difficult to teach in many classes, she believed it was important to find effective strategies for different groups of students.

> I think I need to find a way to encourage my students to participate in activities. It's difficult for me in M.2/7 (grade 8 room 7). I know that I need to find the way to interest these students. (19.02.92)

Tichanan learned to conduct lessons differently in order to encourage her students to actively participate in class activities. Her effort was recorded in my field notes during one of my later observations:

> Tichanan came into M.2/8 (grade 8 room 8) with a diagram. After she placed the diagram on the board, Tichanan asked the class to select the best way for the thief to escape. The students were interested in the lesson, they participated in the discussion. No disruptions!...It was fun for them... I think Tichanan was happy to be able to conduct the activity smoothly. (Field notes, 07.02.92)

These student teachers were concerned about their own survival as teachers which related to concerns about their mastery of subject matter and their ability to control the class (Fuller, 1971). Consequently, they perceived that a good teacher needs to be an expert in the subject area taught and have the ability to communicate information. The student teachers thought their teaching was successful when they could understand the subject matter well enough to be able to explain it to their students. They expected to be able to help their students to understand the subject

matter and accomplish what they had planned. Calderhead (1991) asserts that various areas of knowledge growth occur in the process of learning to teach and that student teacher's knowledge of the subject matter develops as a result of having to plan and teach it.

Schwebbel and his colleagues (1992) state that student teaching offers opportunities for prospective teachers to learn. They suggest that student teachers themselves should concentrate on learning, gaining confidence, developing skills, and succeeding in the practicum. For student teachers who are novice teachers, learning is usually seen differently from experienced teachers. In the case of student teachers in this study, they found that they needed to learn in order to accomplish their required tasks. On the contrary, experienced teachers find themselves taking a role of a "teacher-researcher" in order to become a teacher expert (Bissex, 1986, p.483).

Bissex (1986) describes the specific characteristics of a "teacher-researcher". She defines a teacher-researcher as "an observer, a questioner, a learner, and a more complete teacher" (p.483). As an observer, the teacher looks at what happens in the classroom again and again. The teacher needs to think about existing information rather than looking for new information. The teacher needs to learn how to question what happens in the classroom in order to better understand the students and how they learn. Hopefully "both teachers and students see themselves as learners" (Bissex, 1986, p.484). Teachers see themselves learning from their students, and teachers are models for learning. Consequently, the teacher becomes a more complete teacher by knowing and doing. Congruent with Bissex (1986), Strickland (1988) writes about a variety of ways that teachers learn:

> They learn by reading, by observing in their own classrooms and in the classroom of others, by reflecting on their observations along and with others, and by sharing their knowledge and experience. They also learn through the systematic investigation of problems concerning them. (p.759)

If we consider the learning strategies suggested by Bissex (1986) and Strickland (1988), we may assume that the student teachers in this study learned in many ways. They read, observed, and shared their knowledge and problems with other people. They spoke about their learning strategies. "I read textbooks and teachers' manuals" (Kanchana, 10.02.92). "I have to read a lot and try to understand the content before coming to class" (Tichanan, 10.02.92). "I learned from many sources, books and resource persons" (Ployporn, 26.11.91). In addition, Ployporn spoke of observation in her own classroom in order to discover effective strategies for different groups of students. "I need to observe what's going on in each class... The students are different and I cannot do the same thing or teach them the same way" (14.01.92).

I stated earlier that these preservice teachers expected to learn from teaching in the real classroom situations under close supervision from experienced teachers. However, the supervisory system did not provide them with adequate professional assistance to fulfil their expectations. The student teachers in this study considered sharing amongst themselves as a means to learning during the practicum. Ployporn, Kanchana and Tichanan shared both at home and in the office. In both places they could discuss problems and many interesting issues. Kanchana explained how the peer support worked. "We usually discuss among ourselves to help each other find a way to solve problems. Sometimes we gave each other some feedback" (27.11.91). Ployporn, similarly, spoke of sharing between friends as valuable.

> After teaching the class we usually come to our office and talk about what happened in our class... At home we talk about lesson plans, class management, and some troublesome students. We give each other useful advice to deal with classroom situations. (26.11.91)

It is obvious that the three student teachers in this study perceived student teaching as a valuable period of time for them to learn about the profession they chose. They entered the field with a heartfelt desire to explore the world of teaching. Although the practicum experiences did not provide these preservice teachers with a substantial opportunity to learn and grow professionally, they asserted that they learned a great deal from the experience. A variety of learning strategies were used by my participants, including: talking about their actual teaching; discussing and sharing ideas of problem solving methods; reading teachers' manuals and other resources; judging their teaching performance through self-evaluation; and sharing their experiences with me through our many conversations about their beliefs and teaching behaviours. In fact, if the prospective teachers were prepared to learn to develop themselves professionally, the practicum could be viewed as an excellent opportunity for them to discover valuable knowledge themselves. Bissex (1988) asserts:

> If they learned less than they sought to learn, they also learned more; for they learned how to observe, they learned "why" they were teaching the way they were, they learned to reinterpret some events through seeing them from their students' point of view, and they learned, among other things, that they could trust their own powers of learning. (p.771)

Theme Six - Teaching As A Multiple Metaphor

> ...metaphor is our means of effecting instantaneous fusion of two separated realms of experience into one illuminating, iconic, encapsulating image.
>
> (Turner, 1974, p.25)

A metaphor describes one thing in terms of another. Personal metaphors that teachers use to describe teaching reveal some of the significant influences regarding their learning constructions (Henderson, 1992). Preservice teachers often reveal their values and attitudes about teaching through their use of personal metaphors.

Before beginning a discussion about the metaphors of teaching which are derived from the perspectives of the student teachers in my study, I would like to describe a most beautiful and memorable event which took place in a large dining hall in a luxury hotel in Bangkok, Thailand.

> It was the night of the 14th of February, 1992. I was invited to attend the party for the graduates from our teachers' college. When I arrived at the party I was impressed by the beautiful setting. The room was fully decorated with fresh colourful roses, and orchids. The tables were set beautifully. A variety of food and beverages were attractively arranged and ready for everyone.
>
> As soon as the graduates arrived, the place was filled with happy faces, laughs, and joyful conversations. What a pleasurable atmosphere. These young people had just received the bachelor degree from the Crown Prince at the place called "Suan Amporn" in the afternoon. Some of them talked about the moment at the convocation.
>
> I was very happy to meet my former students whom I mentored before my departure for Canada in September, 1989. I assumed from their pleasant smiles that they were glad to see me during this special occasion too. Through our conversation I had the feeling that all of my students

> (I still love to call them "my students") were eager to become teachers. They wanted to have a position in a school and teach.
>
> While we were enjoying a pleasant chat, delicious food, and the beautiful atmosphere, all the light gradually went off. The room was engulfed in darkness.
>
> Through the silence I heard the announcer invite the president of our college and all "ajarns" (instructors) to light the candles. Soon after we had our candles lighted, all graduates, with the candles in their hands, walked towards either the president or the instructors to light their candles. The room was alight with candles.
>
> Harmoniously, everybody in the room sang the song "Mae Pim Khong Chart" or "Our Nation's Teacher"
>
> .... The lights which appear here and there, in the city or in the country, represent the teachers who teach our nation's children throughout the country. Although teaching seems to be difficult and tiresome, we as teachers are still proud to fulfil our responsibilities. We expect to enable our children to become good citizens for the future of our nation... (Personal Journal, 27.11.92)

Looking back to such an impressive event and the conversation with the prospective teachers who participated in my study, my memory was triggered by the metaphor of **teaching as lighting candles**, and of **a teacher** who kindles the light as **a "Kallayanamittr"** (good friend).

Teaching as lighting candles. To examine how student teachers take on the meanings of **teaching**, it is important to mention the Thai perspective towards **teaching** and **teachers**. Amornvivat (1992) asserts that in eastern countries, teachers are highly respected as intellectual leaders in the community. A **"Kru"** or a **"teacher"** is a person who helps others learn something which is considered important in their lives. A teacher is perceived as one who makes it possible to bring the light of life to a child. As Amornvivat (1992) notes, for Thai people a teacher, metaphorically speaking, is a

lighted candle or a bright torch which can overcome darkness, or ignorance.

At this moment, in order to discover the meaning of teaching held by the student teachers, I believe that it is significant to look at the metaphor of teaching as lighting candles concurrently with the multiple roles of a teacher as perceived by the prospective teachers in this study. Each student teacher spoke of **helping students learn** as a major task of a teacher. In the case of Kanchana, she emphasized that "although a teacher takes many roles, it is significant that she should dedicate her time to the task of teaching, because she wants her students to learn as much as they can" (18.12.91). For Kanchana and her colleagues, "to teach" means to "kindle the light" within the students with the knowledge of subject matter and what they need to know in their everyday lives in order to live happily in the real world. Vorapassu (1989) emphasizes that students should be stimulated by their teachers to "keep the windows of their minds open and free" (p.72). In a sense, teaching helps students learn about what is important for them so these young people can live in the world of today and face the world of tomorrow. Kanchana spoke of a need to include "what is important in their lives" (26.02.92).

> I teach Guidance in M.3 (Grade 9), I usually relate what we are talking about in class to what is happening in their everyday life. For example, students at this age need to have friends. They are interested in building a relationship with their friends. This provides a good opportunity to talk about what kinds of friends they have and how to handle the problems of friendship. (06.11.91)

Ployporn, too, asserted that it is important that students are exposed to knowledge which is explicitly written in the curriculum and implicit in the objectives. She believed that children should learn about good manners, how to behave properly,

how to respect one another, and how to be part of Thai society.

> A teacher not only teaches her students about the subject matter, but she also needs to include, in her teaching, knowledge which is important for the students in order to live their everyday lives. (14.01.92)

In addition Tichanan perceived that students also should be introduced to a variety of career options. She stated that "it is important to help students become aware of choices of careers and how they can make decisions about their education to prepare themselves for the future" (06.11.91). This perspective was seen clearly in one of Kanchana's Guidance classes in which she asked the M.3 (Grade 9) students to think about themselves carefully in terms of their interests and their abilities in relation to the choices of careers they had made. In my field notes I recorded the action in the classroom:

> Each student was asked to rise and talk about his or her selected career. The interests and characteristics were also described to illustrate if he or she was suitable for the choice of careers.
>
> Suda wanted to be a teacher while Achara said she would like to become a nurse... Wacharin (a boy) said that being a soldier is his first priority while Prawit assumed that he wanted to be an architect. Woranut would like to become a business woman...
>
> As a teacher, Kanchana gave more information about each profession to give her students a better idea of that career choice. (Field notes, 18.11.91)

For our nation at large, Kanchana, Ployporn and Tichanan considered teaching to be very significant in the light of helping children learn and prepare them to be good Thai citizens in the future. Amornvivat (1992) affirms that teachers who teach children in all regions throughout the country have a responsibility to help our children learn and grow in all aspects: physically, intellectually, mentally, and socially. Also, our children

are taught to be aware of becoming actively contributing members of the society. Tichanan writes in an essay on the topic **The Teacher I Wanted To Be**, "Teachers are responsible for the growth of children, therefore, they are involved in the progress of our country as well".

Teaching makes a difference to the life of a child and, to a great extent, to the future of the country. **Teaching**, therefore, is perceived **as lighting candles.**

A teacher as a "Kallayanamittr" (good friend). Prior to the establishment of modern education in Thailand, education for all children, excluding the children of the royal families, was held in a monastery. Runcharoen and his colleagues (1982) state that the monastery was the centre of education and culture. Transmission of knowledge and skills was undertaken mainly by Buddhist monks. It was a popular practice for parents to send their sons to a monastery to be trained in literacy skills and other academic areas. The monks, or "Kru" (teachers) performed the duties of the teacher by following Buddhist principles. They gave good advice to their students, educated them well, and protected them from danger. Consequently, these teachers were sincerely recognized and highly respected by students and people in the community. They were perceived as "Kallayanamittr" (good friends).

In terms of being a "Kallayanamittr", Phra Rajaworamunee (1975) clearly states that a teacher is one who encourages his or her students to think intellectually and become aware of good or bad, right or wrong. In addition, Amornvivat (1992) emphasizes "metta" or the love and good will for students without any kind of discrimination as a major concern of a teacher being a "Kallayanamittr".

Through the conversations about teaching, each student teacher spoke of the characteristics of an ideal teacher as related to the perception of a teacher as a "Kallayanamittr". In order to understand the meaning of a teacher as a "Kallayanamittr" in the eyes of the prospective teachers in this study, their conceptions about teaching and being a teacher will be illustrated in relation to the characteristics of a "Kallayanamittr" as stated in Wisuttimak Vol. 1 in the Bali language and translated into the Thai language by many Thai scholars (Amornvivat, 1992; Phra Rajaworamunee, 1975; Runcharoen et al.,1982).

A "Kallayanamittr" is a distinguished noble person who is kind, generous, honest, responsible, and trustworthy. One who is considered a "Kallayanamittr" loves others and is loved by all. When speaking about their past experiences in schools as a student, the prospective teachers in this study were impressed by the kindness and the nobility of their former teachers. Ployporn shared with me that she liked her Social Studies teacher and the Chemistry teacher in secondary school. She said, "They were wonderful, kind-hearted persons. They always helped us with all kinds of school activities" (24.01.92). Tichanan admired her Mathematic teacher in secondary school because "he was very kind and willing to help students. He always gave us thoughtful advice. I liked him" (24.01.92).

During the practicum, the student teachers learned that many teachers were very kind, generous, and willing to assist the students who had problems in various areas. Kanchana was impressed by the generosity and support of teachers who worked in the registration office. She said, "I see that these teachers are approachable and they are willing to help both students and parents who come for help" (27.11.91).

Although Tichanan did not entitle herself a "Kallayanamittr", she had exhibited her "metta" - the love and good will for her students. The stories of her students which she shared with me showed that Tichanan was "caring" or had "metta" for her students. She proudly spoke of being trusted by her students who often visited her and discussed with her all kinds of problems. Tichanan considered "caring" or "metta" an important characteristic of a good teacher. She said, "You are there to listen to them (students) because you are interested in what's happening to them" (10.02.92). When Tichanan found that a student was caught by the police, she did not hesitate to pay him a visit at the police station. In this sense Tichanan was seen as a "Kallayanamittr" to her students.

A "Kallayanamittr" is respected and knowledgeable. In my study the three student teachers believed that to be a good teacher one needs to know the subject matter thoroughly. A teacher was seen as an authority or as a resource person. Also, they assumed that they could gain respect from their students if they knew the subject matter substantially. Thus, "the need to obtain adequate knowledge" was considered significant by the three prospective teachers. Ploypom emphasized that "you need to know beyond what is written in students text books. When the students ask the question, it is better for you to know how to respond to their questions" (05.11.91).

A "Kallayanamittr" is one who attempts to possess skills and knowledge by continually learning in order to improve oneself in terms of knowledge and skills. As previously stated the student teachers perceived teaching as a learning process. While they were teaching, these prospective teachers found that they learned something new about both subject matter knowledge and pedagogical knowledge. Towards the end of

the practicum Kanchana and Tichanan thought that they needed to learn more about the subject matter and practical teaching techniques in order to help their students learn better. On the other hand, Ployporn shared wi ' me at the beginning of the practicum, "I need to learn how the teachers of the year teach and how they help their students learn. I want to do my best in the future" (05.11.91). It is significant that these prospective teachers recognized that they needed to improve themselves, and thus, they can grow professionally (Amornvivat, 1992).

A "Kallayanamittr" has good communication skills and therefore, is able to communicate well with students. As stated before, the student teachers in my study perceived teaching as an interaction between teacher and students. To teach, teachers need to communicate effectively with their students. Ployporn emphasized the importance of good communication between herself and her students, "To teach the students we have to begin with good communication. I would talk to my students and let them know of my expectations of the class and of the individual students" (05.11.91). Also, as a "Kallayanamittr", a teacher establishes a good relationship with students. Amornvivat (1992) suggests that a good relationship between the teacher and students leads to a comfortable learning atmosphere. Through "metta" in which teachers love and care for their students, a good relationship can be established.

A "Kallayanamittr" is one who seeks approaches to simplify complex concepts to understandable terms or statements. In the case of the student teachers in this study, the ability to communicate was perceived as important as the ability to organize or manage. **The teacher** was seen **as an organizer** or **a manager**. The prospective teachers found the need to acquire skills to organize the knowledge of the subject matter

and learning activities, and manage the class to promote students' learning. Tichanan spoke of the role of a teacher as an organizer, "I think the teacher needs to organize the content and the activities... what should be presented before and after. It will help the students to understand better" (18.12.91). Also, Tichanan commented on the need to change plans based on the ability of students in different classrooms. "The activities selected for each class should be adjusted to suit learning abilities and interests of students" (19.02.92). Kanchana emphasized that students should be actively involved in class activities. She commented:

> It's important to organize learning activities for each class within the time framed... The teacher also needs to encourage all students to take part in learning activities introduced to them. (06.11.91)

In addition to the recommendations made by Tichanan and Kanchana, Ploypom learned that the ability to control the class also has an effect on students' learning. She said, "The teacher should be able to control the class and create the classroom environment to help her students learn best" (05.11.91).

A "Kallayanamittr" tends not to lead, persuade, or encourage students to immoral performances, but he or she serves as a good role model for students. **Teaching as modelling. The teacher** is seen **as a role model** or **an example** to his or her students and to all who think of him or her as a teacher. Pullias and Young (1977) suggest that there is a strong tendency to feel uncomfortable about this role. They claim that in order to take this role of the teacher one might come up with the following comments:

> If I must be an example or to be considered as a model, then teaching is not for me. I am not good enough in any sense to be an example, and besides I want to be free to be myself and not forever feel the responsibility of being an example for others. If students must have a model, let them find it somewhere else; I must be free. (pp.67-68)

In the case of the student teachers in this study, to be an example was considered a significant role. Ploypom noticed that "being in front of the class, you have to be careful because you are watched by your students" (05.11.91). However, it is not consistent with the comments made by Pullias and his colleague (1977) as previously stated. Kanchana asserted that "for me it is not difficult. I think that I can be a good model for my students in many ways" (31.01.92).

A good personality is considered significant for a teacher in order to serve as a good role model for students. Tichanan spoke of being an example for her students, "I think appearance is important. The teacher should dress well and behave in the proper manner of being a teacher" (06.11.91). Tichanan further explained, "Sometimes students like to imitate their favourite teachers or adopt some of the teacher's ways of doing things. Therefore, it's important for the teacher to act appropriately" (19.02.92). Ploypom, too, spoke of a good personality as an important example for her students. She said, "A teacher should dress neatly and be clean... She should have self-confidence herself to be a successful teacher" (05.11.91).

In addition to personal appearances, all three student teachers considered being punctual an important part of their role model for their students. Ploypom placed the most significance on "being on time" as the first priority of the teacher's characteristics. She asserted, "I think the teacher should be on time for every class. If we expect our students to be on time, we should be a good example for them" (20.12.91). Tichanan, too, emphasized that the teacher needs to be on time. She said, "If the students were ready to learn but they had to wait for the teacher too long, they could get bored of waiting and may not want to participate in class activities" (06.11.91).

It is evident that teaching, at the present, is not merely perceived as a process of transmission of knowledge in the educational institutions in Thailand, yet expectations for an ideal teacher in Thai society still remain. Runcharoen and his colleagues (1982) assert that teachers are perceived as "respectable persons" and that they should take the role of a "Kallayanamittr".

By examining teaching through personal metaphors, I have discovered that the preservice teachers in this study were aware that teaching is not classified simply as a career, but is rather considered as a profession. It is a profession which contributes to the being and becoming of a child as stated by Daniel (1991), "A teacher makes a difference in a child's life not only in the present but also in the future" (p.164). Consequently, teaching is seen as "a human project and not simply a methodological or conceptual one" (Daniel, 1991, p.169). To be a **"Kallayanamittr"** for our students, a teacher should be "like a lamp where the potentiality of light is far greater in quantity than what appears as the flame" (Tagore, 1917).

Summary

The three student teachers in my study perceived teaching as the most important activity of a teacher which contributes to the life of a child. The accomplishment of teaching, as perceived by the preservice teachers was to facilitate a child's growth, intellectually, mentally, socially, and perhaps, physically. Teaching, therefore, was regarded metaphorically to be like lighting a candle. In order to fulfil such important

tasks in teaching or lighting a candle, teachers were considered to be good friends or "Kallayanamittr" to their students. Throughout my study I discovered that the three student teachers attempted to accomplish their goals of teaching and becoming a "Kallayanamittr".

At the beginning, they learned how to adjust to the world of teaching. The student teachers found themselves taking on the role of teacher. They learned to act like a teacher. Thus, teaching was considered to be an adjustment to the reality of the teachers' world. As the preservice teachers entered the field, they perceived a need to know and understand their students, therefore, they made an effort to initiate a good relationship with their students. Teaching as entering the worlds of children was considered to be an important perspective towards teaching throughout the practicum.

Teaching involves a complex task environment which seems to be complicated for student teachers who at times are trying to create a teacher identity and perform teaching tasks. In my study, the ability to manage a classroom was perceived to be essential in most cases. Thus, teaching was seen an maintaining class control. Although the attempts were made to cope with problems of classroom management, the results of their efforts varied amongst the three student teachers. Ploypom seemed sure of her capability to control the class, while classroom management tended to be a struggle for Tichanan throughout the practicum.

One of the most important tasks of a teacher as perceived by my participants was to teach. The student teachers in my study considered teaching to be a process of transmitting knowledge to their students. They believed that a teacher's responsibility was to know the subject matter well and transfer such knowledge to students. However,

as these preservice teachers confronted the diversity of their students and the nature of the subjects they taught, they became aware of the needs of their students and how to help them learn such subjects effectively. As a result, they tried to teach in ways that responded to and interacted with their students in order to facilitate students' learning. Later in the practicum, when the preservice teachers spoke about teaching, interaction with students was incorporated into the definition of teaching. In addition, in their classrooms the student teachers provided more opportunities for students to be actively involved in class activities in order to promote learning. Thus, teaching was perceived as incorporating transmission of knowledge and an interaction with students into a process of teaching and learning.

To become a good teacher, continual learning was considered as significant by my participants. They perceived teaching as learning. The three prospective teachers had a desire to learn and grow in the teaching profession and become a good teacher or a "Kallayanamittr" in the future. Thus, not only did these preservice teachers learn from many resources and experienced teachers, they also learned from their own teaching experiences.

CHAPTER VII

ELEMENTS CONTRIBUTING TO THE DEVELOPMENT OF TEACHING PERSPECTIVES IN THE PRACTICUM

> People form conceptions about themselves and the world around them by observing and extracting the regularities of events in their environment. By representing symbolically the information derived from such experiences, they gain knowledge... Judgements concerning their validity and value are formed by comparing the thought representations with experiential evidence.
>
> (Bandura, 1977, p. 180)

It is evident that student teachers enter their field experience with a set of beliefs about teaching and with personally constructed theories about classroom instruction (Cole, 1990; Powell, 1992; Tardif, 1984). However, Sigel (1978) argues that "through a dialectical process" a construct is presumed to develop. As a result, when these student teachers confront classroom situations during the practicum, their beliefs and personal theories may change according to the reality of life in particular classrooms and schools. In this study, the case studies and themes which emerged about the teaching perspectives of the three student teachers, as discussed in chapters 5 and 6, reveal that there are some changes that occurred throughout the practicum experience. In the case of student teachers, changes in teaching perspectives do not occur just by immersion into the lifeworld of teachers, but rather by the quality, the quantity and the sense making of being in that world (Sigel, 1978). Accordingly, the changes regarding teaching

perspectives varied amongst the three student teachers. The data from the many conversations with the participants and observations in the classrooms indicate that the development and modification of the perspective towards teaching of the prospective teachers during the practicum appear to be under the influence of four interactive elements. These elements are:

1) experience in the practicum
2) self-evaluation
3) selective role-modelling
4) teacher education courses

Experience in the Practicum

In our conversations about the teacher preparation program, each student teacher, consistent with the findings of many studies (e.g.Calderhead & Robson, 1991; Johnston, 1992; Ross, 1987), considered the practicum to be of great value in the process of learning to teach. Ross (1987) considers that the practicum offers role-playing opportunities for student teachers to participate in teachers' activities and master skills and knowledge that are necessary for successful teaching. The three student teachers in this study shared with me some of their perceptions about the practicum. The practicum was perceived as an opportunity to be in the real world of teaching, to learn to solve problems in the classrooms, and to prove oneself as a teacher.

Since the practicum provided an opportunity for preservice teachers to be in the real world of teaching, the student teachers in this study noted that they were placed in

situations which allowed them to hold a certain degree of the autonomy and responsibility of a classroom teacher. They believed that, in situations where they assumed the role of a classroom teacher, the student teachers could demonstrate and evaluate their teaching abilities. Ployporn, prior to teaching her classes, anticipated that being in a real situation would be a valuable experience. She said:

> It is a real experience, being in a real classroom with real students. We used to have peer teaching experiences in many education courses in which we imagined what it would be like in classroom situations. It was unreal, therefore, we couldn't see what seemed to be problematic. I think in a school we are right into real teaching and we have to try our best to do well. (05.11.91)

Ployporn further explained that being in a school allowed her to encounter the reality of life in a school to which she had to learn to adjust:

> I think most of the time I confront situations that I didn't expect and that I have to learn to adjust myself to the teachers' role, adjust my plan to make it fit with the diversity of the students. Sometimes when I felt that the students were bored, I had to change my teaching by adding something to make it fun. I had to find a way to make my teaching better and help my students learn more. (14.01.92)

As time went by, Ployporn viewed the practicum as a very important and helpful stage. She indicated the following advantages of student teaching.

> I have gained a lot of knowledge, skill and experience from working with students and teachers in this school. Also, my confidence about being a teacher has also increased. If I had not gone through student teaching I am sure that it would be different. (10.02.92)

Kanchana, too, considered the practicum as a significant stage that prepares student teachers for the teaching profession. She considered real situations in classrooms and schools as the most influential element to the development of the teaching perspectives of preservice teachers. Kanchana stated, "While we are in the

field we learn so many things about school, classrooms, teaching, and learning. We learn to adjust and get along while we are learning to teach" (10.02.92). Kanchana described her concerns about being a student teacher in real situations.

> I need to be concerned about many things in school, for example, when planning the lesson I have to think about the schedule of the school and the block of time for each period. I also have to consider students' needs and interests in each class in order to plan the activities for my students. (06.11.91)

Similar to Ploypom and Kanchana, Tichanan placed great value on student teaching because she thought that it provided her with direct experiences and real situations.

> It is better than just listening to many lectures from our teachers and discussing teaching at the college. Here, in school, we have real experiences. We learn to act like a teacher. We adjust ourselves to the people and the place. We teach classes and participate in school activities. (10.02.92)

In school, prospective teachers cannot avoid confronting unexpected problematic situations for which they are unprepared. They learn to face problems and respond to them in a suitable way. Kanchana was pleased that she, too, learned to solve many unexpected problems.

> In class we did not know what was going to happen. If a problem happened to arise we had to solve it right away. For example, before coming to class I had a very well organized lesson plan with me. Then, in class if I found that the situation changed unexpectedly, and I had to change my plan completely in order to suit the immediate classroom situation. In other words, "we had to be flexible". (10.02.92)

In addition, being in a school for four months, Kanchana learned to endure difficult situations. She shared her feelings with me during our last conversation in February, 1992:

> I had many difficult and unpleasant situations. I am pleased that I dealt with them bravely and patiently. I was exhausted throughout the first two months. I am glad I didn't feel too discouraged. I tried very hard to keep myself going. Later it became easier. I feel great that I was successful in this practicum. (26.02.92)

Ploypom spoke of the differences between real situations and the problems that education students discussed at teachers' college. "When we were in real classrooms we suddenly noticed that the problems were not the same as those we assumed while we were taking instructional courses at the college" (05.11.91). However, by taking the role of a classroom teacher, these prospective teachers found themselves learning to cope with unexpected difficulties. Ploypom distinguished the difference between her strategies to solve problems in the field and in the college classroom.

> In school we have to try our best to cope with problems, especially the problems that occur in our classes. We cannot stop and think. We have to deal with what happens. But at the college we knew that we could ask our teachers for their advice. Here we have to find a better way that works for us and our students. (05.11.91)

In Tichanan's case, due to the fact that she experienced the first and second phases of the practicum in this school, she anticipated that she would confront many problems during her student teaching. She spoke of her expectations before she began teaching her classes.

> I know that being in the field for a whole semester I will find myself coping with many classroom problems. However, I have to try to solve the problems by seeking help from my cooperating teachers. (06.11.91)

As the practicum neared its end, Tichanan, still found herself trying to cope with the problem of classroom management. She responded to my question about what she should improve in order to make herself a good teacher, "I wish I could find the best technique to deal with the students in M.2/7 (Grade 8, room 7). The strategies that

worked for other classes didn't seem to work for this particular class" (10.02.92).

Experiences in the practicum provide preservice teachers with an opportunity to prove oneself as a teacher in real classroom situation. Some student teachers enter the teacher education institution with uncertain feelings while others are well equipped with a firm conviction about their choice of a teaching career. Ross (1987) asserts that student teachers can explore their own feelings about becoming a teacher during the various stages of the practicum. In my study, Ployporn's initial desire to become a teacher was uncertain. Later she shared the following with me during her eleventh week of the practicum, "Although I have discovered that teachers have to work hard to meet the expectations of many people, I want to be one of them" (14.01.92). Furthermore, Ployporn asserted that her experiences in the school provided her with images of a good teacher.

> I learned from working with teachers in this school. They are responsible for many students in one class. I also found that teachers not only teach classes, many of them also participate in school activities which are planned for the students. Some teachers are assigned to serve students in many areas, for example, the registration office and the student service office. (14.01.92)

For student teachers who have a strong desire to be a teacher such as Tichanan and Kanchana, the opportunity to prove themselves as a teacher in real classroom situations was significant. Tichanan told me at the beginning of student teaching that, "I hope to be a good teacher... And I want to do a good job in teaching and counselling. I also want to be trusted by my students so that I can help them however I can" (06.11.91). As the practicum progressed, Tichanan spoke of the love of teaching as a feeling that she always possessed since the time her sister became a teacher. She

confided her personal thoughts about being a teacher.

> I still love teaching. I love children and always like to work with them. I remember when my sister began her teaching career many years ago. Everybody in the family was very happy and so was I. Sometimes I went to the school with her and helped her with the school lunch program. (24.01.92)

Like Tichanan, Kanchana came to the teacher education institution with a strong intention to be a good teacher. Kanchana claimed that through the practicum she learned how teachers in a large school work. Obviously, teachers have various responsibilities including teaching classes. Having a good opportunity to work closely with the teachers in the registration office, Kanchana was impressed by their cooperative manner. She said:

> I like the way teachers who work in the registration office help students who come for help. They are very friendly and easy to approach, and they are willing to give useful advice to the students. I enjoy working with them and I have learned a lot from them. (27.11.91)

As the practicum neared its end, Kanchana, whose choice of career was clear since the beginning, expressed an uncertain feeling about her performance.

> I am not quite sure. It's up and down. If the class went smoothly I felt better. But, if things didn't turn out the way they should I felt discouraged. Sometimes I thought if I was a real teacher things may work out in a better way. (17.01.92)

According to the student teachers in this study, real situations in school and classroom were perceived as the most influential factor shaping their perspectives on teaching. From observations and dialogues with Kanchana, Ploypom, and Tichanan, it was obvious that what they felt they had learned from their practicum experience was mostly from a trial-and-error strategy. However, the practicum tended to provide them with the opportunity to clarify, refine, and confirm their perspectives towards teaching.

Student teaching presented some dilemmas for the preservice teachers and the dilemmas played a crucial role to clarify their perspectives about education. As the student teachers attempted to understand the dilemmas, their perspectives about teaching became clearer. The three participants discovered that their anticipation of classroom situations before entering the field was unrealistic after they confronted real situations. However, the preservice teachers dealt with the dilemmas by attempting to adjust to the reality of life in classrooms and school. Thus, they perceived teaching as learning to adjust. A need to adjust was stated clearly by all participants, for instance, Ployporn asserted:

> I would say the real situation in school is the most important. When we face the reality of the school or the classroom we have to learn to adjust, no matter what our own intention is. We cannot change the existing situations to suit ourselves. It's us who need to change to get along. (10.02.92)

It was unfortunate that Ployporn and Tichanan who taught M.2 (grade 8) Guidance had to follow the cooperating teacher's plans throughout the semester. Although they found that it was boring to use the one technique of role-playing for all topics, the two student teachers did not alter the lesson plans. Ployporn stated, "It was boring. I wish I had a chance to plan the lesson my own way" (Field notes, 04.02.92). In Kanchana's case, the school schedule seemed to be a major constraint in teaching M.2 (grade 8) Social Studies. Her concern was related to the limited time she had, the subject matter needed to be taught, and the examination schedule. Kanchana justified her actual teaching behaviour by saying, "At the beginning I was going to use several techniques, but I gave up because I didn't have enough time" (10.02.92).

For the three preservice teachers, teaching became a process of adjusting. For

them, the practicum was a time for learning how to work within given constraints. However, the participants asserted that they would not teach the same way if they had any choice, or if they were with their own classes.

I stated previously that these preservice teachers entered the practicum with certain beliefs and theories about teaching. Similar to Goodman (1985), when the preservice teachers were exposed to the complexity of real classroom situations, they developed a broader perspective about teaching and learning. Further, the student teachers saw both the potential and the problems. Consequently, they either maintained or modified their initial beliefs regarding actions which were most practical for them as teachers. Entering the children's worlds was regarded as an important perspective from the beginning through to the end of the practicum by all three student teachers. They perceived teaching as understanding their students and understanding that a good relationship with their students needed to be created. In addition, the preservice teachers not only spoke of teaching as caring but throughout the practicum they seemed to care for their students and desire to facilitate the youths' learning. For instance, Tichanan had an opportunity to be the teacher that she always wanted to be, a teacher who was trusted by her students. She had developed a "professional self-image" (Tardif, 1985, p.142) of a caring teacher who was always interested in her students and who was always there for them.

Another perspective which was seen to remain throughout the practicum was maintaining class control. From their past experiences of being classroom students and their early field experiences in classrooms, the three student teachers believed that they needed to have their classes in control in order to teach effectively. A variety of

techniques were used to manage the classes. Although the preservice teachers tried to give their students self control, classroom management seemed to necessitate an authoritarian style. For instance, Ployporn who worked cooperatively with her students to initiate rules for the individual classes, asserted that her strong personality seemed to be helpful. Conversely, Tichanan, despite a variety of strategies of classroom management, believed that her failure to keep classes under control occurred because she did not possess an authoritative manner.

Through interactions with my participants, I learned that student teaching provided opportunities for these preservice teachers to gradually refine their perspectives towards teaching. Modifications certainly did not occur to the same degree amongst all three student teachers. However, some refinements were observed and discussed. For instance, initially, teaching was perceived as transmitting knowledge to students and a teacher was the only person who actively played a role. Later, the three student teachers gradually incorporated an interactive method of instruction to the process of teaching and learning. Students were perceived as active learners and the teacher's role was to facilitate learning. Thus, towards the end of the practicum, teaching was metaphorically spoken of as "lighting candles" to convey the meaning of facilitating children's growth. These preservice teachers came to the conclusion that a teacher was the most important person in helping students to learn and grow. Therefore, a teacher, who played a crucial role in a child's life was regarded as a "Kallayanamittr".

According to Sanders and McCutcheon (1986), while student teachers engage in the practicum, they form theories of action as the conceptual structures that provide reasons for some particular actions taking place in a real situation and are chosen to

enhance the effectiveness of those actions. Sanders and McCutcheon further explain that while theories of action may be added to as a result of teacher education courses and other previous experiences, practical inquiry seems to be the major source of their development. Through practical inquiry, student teachers compare their practices to what is believed to be effective and experiment with ideas and weigh the consequences. Likewise, as the student teachers in my study assumed the role of teacher, they tended to develop their theories of action. However, it was unfortunate that professional growth through the supervisory approach was not as productive as expected during the practicum. Thus, the practical inquiry that the three student teachers used was based on their own judgement through self-evaluation and their interactions with the researcher through the research process.

The research approach provided collaborative opportunities for the researcher and student teachers to construct meaning from the teaching and practicum experiences. These novice teachers articulated their beliefs and explained their practical pedagogy through conversations with myself throughout the practicum. After each classroom observation I served as a guide to assist them to reflect on their teaching behaviour and classroom situations. The three student teachers expressed their appreciation of me when they commented that "it was good to have someone to talk to and discuss some problems with" (Tichanan, 10.02.92). Tichanan expressed her thoughts about this matter:

> I think the supervisors from the college should do the same thing as what you are doing. They should observe us teaching classes and discuss the problems with us every time they visit. I need someone to talk with about my difficult situations. (10.02.92)

Likewise, Kanchana regarded the opportunity to interact with me in this study as an advantage. She said:

> It is good that you are here because we have been hardly supervised by the supervisors from the college. I think being able to recall and think about one's own teaching is important. At the beginning when you observed the class I felt a little nervous. Now I like you to be in my classes. My students like to have you in their classes too, especially when you talked about life in Canada...You gave me some feedback which enabled me to reflect on my teaching. Your questions made me think when I tried to form my own thoughts and expressed my beliefs about teaching. (10.02.92)

In the case of Ployporn, she indicated that my presence in her classes helped her in many ways. She stated that "I think I was more organized. Teaching was much more exciting when you were in my classes. I felt I needed to be ready" (26.11.91). As she was progressed in the practicum, Ployporn asserted, "I have gained confidence from talking with you. You have assured me about my teaching ability. I think I can be a good teacher" (31.01.92).

I discovered, from observations and conversations with the three participants, that student teaching was perceived as a process of clarification, refinement, and confirmation of their perspectives towards teaching.

Self-Evaluation

In the study by Ross (1987), self-evaluation or "self-legitimation" is regarded as the individual's active role in the development of a teacher perspective (p.236). Ross explains that preservice teachers place great emphasis on self-evaluation in order to judge their own teaching performance. Through self-evaluation, student teachers rely

on either what pupils think of their performance or on their own perceptions of teaching competency. Congruent with Ross (1987), I discovered that the participants in my study considered their own judgements about their own performance and competence as teachers as well as students' learning to be significant indications of their success or failure. Due to the fact that these prospective teachers were rarely supervised or evaluated by cooperating teachers or college consultants, the preservice teachers placed an immense emphasis on self-evaluation. Through conversations and classroom observations many self-evaluative techniques were revealed by my participants concerning status, personal characteristics, and teaching capability.

A teacher or a student teacher? Student teachers are sometimes confused about their role when encountering field experience. Although the participants in my study appeared in college students' uniforms, teachers' tasks were assigned to them from the first day in school. These student teachers were to teach classes, evaluate students, provide guidance, and assist with school activities.

Also in Thailand teachers always address themselves using the title "Kru" which means "teacher" instead of "I" when they speak with the students. In return, students use "Kru" or "Ajarn" which means "teacher" instead of "you" when they speak to their teachers. For student teachers, it is normal to use the same appellations. Moreover, students show their respect to student teachers the same way that they do their classroom teachers. These particular traditions regarding student teachers and students increase the feeling of being a teacher rather than just a student teacher.

In Kanchana's case, she was aware that the last phase of the practicum allowed her to assume a teacher's role. Accordingly, Kanchana entered the field with the

expectation of being able to perform a teacher's activities in the school. She stated, "I had a feeling about myself as a teacher since the first day in school" (31.01.92). However, when the problem of classroom management emerged, Kanchana could not avoid feeling, "I am a student teacher. I am not their teacher" (31.01.92). For classroom students' perception of her status, Kanchana asserted, "I think they (the students) know that we are student teachers not their real teachers" (31.01.92). She further expressed that because she was not a real teacher sometimes she was unable to deal with misbehaving students properly.

Likewise, Tichanan played the teacher's role, yet she always felt that she was a student teacher throughout the practicum. Tichanan also believed that students in many classes thought of her as a student teacher, not a real teacher, and this conception, therefore, contributed to the problem of class control. She noticed that students behaved differently when they were taught by a cooperating teacher.

> My cooperating teacher can control the class better. The students seem to respect her and "krengchai" her. I think they (the students) obey her more than me, and they do what they are told to do. I think that my students think of me as a student teacher. (31.01.92)

Ployporn, unlike Tichanan and Kanchana, saw herself as a teacher since she began student teaching. She emphasized, "I always think I am a teacher because I teach my students and work like other teachers in the school" (31.01.92). After teaching classes for three weeks, Ployporn asserted that she saw herself more as a teacher when she noticed that her students treated her the same way as they did their other classroom teachers. In her own words, she said, "I feel like a teacher more and more... And I am aware that I have to do a good job teaching my students" (26.11.91).

A teacher's personal characteristics are important and assist the teacher to succeed in fulfilling teaching goals. Cohen (1991) asserts that "teaching style... is a natural outgrowth of personality and predilection" (p.99). The teachers in Cohen's study possessed some special personal characteristics that motivated them to search for their own strategies in order to accomplish their teaching objectives. In my study, personal characteristics were perceived as one important factor that contributed to successful teaching. Despite the fact that the three student teachers were in the same teacher education program, in classroom situations they taught very differently. In addition, throughout the practicum, the individual preservice teachers managed to cope with the reality of classroom situations in distinctive ways.

Ployporn, one of the participants in my study who was certain that she would successfully complete the practicum, considered that a teacher's characteristics had a great influence on teaching situations. By a teacher's personal characteristics, Ployporn included "how teachers dress, speak, act, and think about students" (26.11.91). In addition, according to her teaching performance, Ployporn emphasized that her self-confidence was helpful especially in the area of managing the classes. Ployporn explained:

> A teacher's actions indicate an ability to teach and to keep the class in order. Students are sensitive to the teacher's behaviours. I think teachers can gain respect from their students if they show their confidence to teach and work with students.(26.11.91).

As time went by, Ployporn shared with me during our fourth conversation in January, 1992 that she felt more comfortable and she could teach her classes "in a natural manner" (14.01.92). Ployporn explained that it was because she had gained more

confidence about being a classroom teacher. Regarding classroom management, Ploypom asserted that the teacher's characteristics are what control the class. She said, "I didn't find it (classroom management) a serious problem for me... I think teachers need to make their students understand and accept what they want to call rules" (14.01.92).

From my observations in Ploypom's classes, her strong personality was noticeable. Her voice easily could be heard within a class of 55-60 students. She spoke of her ability to communicate with students as a significant aspect of effective teaching.

> I didn't have to yell at them, but my voice was loud enough that everyone could hear clearly. I think it is important for a teacher to be able to communicate with all students in the class, especially when we have such a big class. (20.02.92)

Also, Mrs. A., her cooperating teacher commented on Ploypom's successful student teaching. "She could control the classes very well. She has a good personality that will make her a good teacher. Her confidence was a great help" (17.03.92).

For Kanchana and Tichanan, although they had good personalities, the feelings of uncertainty about their status in classroom situations often existed, especially when they confronted the problem of classroom management. These two prospective teachers attempted to find out about their teaching competence by questioning the students in their classes and comparing the comments with their own judgement. In Kanchana's case, she always wanted to improve her teaching. After my observations in her classes she usually asked me, "How was I doing?" or "What do you think I should improve?" Also, she asked her students, "How is our class compared to other classes?" She stated that the students usually gave her a positive response, "They are about the same".

Kanchana concluded that "my students' comments made me feel better" (31.01.92). However, before the practicum ended, Kanchana believed that her intention to do well in teaching was a great motivation for her to seek techniques which worked best for herself and her students.

I stated earlier that Tichanan encountered many difficult situations during the practicum. However, I noticed during several classroom observations that she did not "overact" by becoming angry or upset. She always taught the classes calmly. Tichanan perceived the problem in the way that "it's the nature of children at this age. They are like this and I don't think I can change them" (27.11.91). With her warm personality, I discovered that Tichanan could win her students over by being a caring teacher.

Self-evaluation tended to affect the perspectives towards teaching of the student teachers in three major areas. First, their teaching capabilities were discovered through self-evaluation as the student teachers identified their strengths and weaknesses. Self-evaluation then was perceived by the student teachers as a means to either confirm or modify their perspectives towards teaching. If the preservice teachers discovered what was perceived to be a strength, this perspective would remain and be used as a personal theory of teaching. Conversely, through their own judgement, the prospective teachers altered some beliefs and action when not applicable in the particular teaching situation. For instance, Ploypom shared with me that she had assessed her ability in managing the classes and discovered that she possessed good communication skills with her students. Thus, she initiated a good relationship and together with her students she created rules for the individual classes. In addition, Ploypom expressed that the ability to work with her students was a source of great pride for her. She proudly shared her feelings with

me, "I am sure I can be a good teacher in the future. I am so proud to be able to gain respect from my students...I don't have any problem with them" (10.02.92).

Tichanan considered her inability to manage the classroom as an unsuccessful experience. She referred to M.2/7 (Grade 8 room 7), the class that gave her a difficult time. As the practicum ended, Tichanan believed that there were many factors that caused a problem with class control. She spoke of herself as part of the problem. She claimed that not only was she a student teacher, but also the problem was that she was unable to manage the class of 50-60 students that needed to be controlled. Therefore, for Tichanan, teaching was consistently perceived as a problem of classroom management.

Second, the student teachers gained satisfaction from being aware of their accomplishments in teaching through self-evaluation. Bandura (1977) states, "Performance accomplishments build a sense of personal efficacy, increase interest in the activities, and produce self-satisfactions" (p.140). Kanchana considered the ability to run the class smoothly as a productive experience. She indicated that some of her Social Studies classes were successful in the sense that "the subject matter and class activities were well-organized" (10.02.92). To Kanchana, teaching was effective if the content and the activities encouraged students to be involved in the lesson within the timeframe established. Teaching, in most cases, for Kanchana was perceived as the transmission of knowledge. She believed that a teacher needed to possess knowledge of the subject matter to be able to make such knowledge comprehensible for students. She assessed her teaching a success if she could transfer the knowledge to her students and she expected these students to be good recipients so that they could learn

effectively.

Tichanan regarded a good relationship between the students and herself as successful student teaching. She shared with me that it had always been her dream that she would become a teacher who would help students in whatever way she could. Therefore, she counted being trusted by her students as one of her successful experiences during the practicum. Consequently, through self-evaluation, Tichanan discovered that she possessed the qualities of a caring teaching. Her belief of a good teacher as a caring teacher motivated her to become a "Kallayanamittr" for her students.

Third, through self-evaluation which allowed the preservice teachers to see the results of their efforts, they gradually gained confidence. After the student teachers gained confidence they searched for the alternative strategies to apply in particular classroom situations. In addition, student teachers confidently explained their teaching. For instance, Ployporn gained self-confidence sooner than her colleagues in the practicum situation. By the end of the first month in the field, Ployporn assessed her teaching performance by comparing it to her first two weeks in the school. Her confidence was revealed through self-evaluation:

> I think I do a lot better now. I don't feel that I have any serious problem in my classes. Many of my classes go smoothly. I have more confidence. I feel like a teacher more and more. (26.11.91)

Ployporn was more confident with her ability in teaching and managing the classes, and she attempted to find the alternative teaching techniques that seemed to be more effective in teaching Health Education classes. Ployporn had her students work in small groups on various projects. She was pleased to see that the M.3 (grade 9) students were actively involved in group projects. Therefore, teaching, for Ployporn was more than

the transmission of knowledge as she tried to encourage her students to work cooperatively in small groups to accomplish assigned tasks.

The student teachers in this study were scarcely supervised by experienced teachers and college consultants. Their own judgement of their teaching performances coupled with comments from peers and interactions with myself enabled the three prospective teachers to evaluate their teaching ability. As a result, self-evaluation tended to play a great role in developing teaching perspectives for these preservice teachers. They discovered their teaching capabilities, gained satisfaction from their efforts, and gained self-confidence through their personal and collegial assessment.

Selective Role-Modelling

Lortie (1975) states that student teachers' experiences as students observing past classroom teachers persist as significant influences on teaching perspectives. Teachers acknowledge the importance of their former teachers as their favourite teachers often represent good teaching. Similarly, Perry and Rog (1992), and Ross (1987) discovered in their studies that student teachers not only recognize that their memories of former teachers are a crucial source of beliefs about teaching, but they also are highly selective in the way they model these individuals and create an idealized teacher image.

In my study, Ployporn had a clear idea of highly selective role-modelling. In our first conversation that took place prior to her teaching classes, Ployporn spoke of her former teachers and how she created an ideal model for herself.

> I like to remember some specific characteristics of many teachers that I knew from the past and their teaching methods... Then I try to put all these good points together to blend them into my teaching image. I want to be a good teacher and I think that when I plan my teaching I need to have some of these qualities or adjust them to suit my teaching situations. (05.11.91)

Ployporn asserted that she did not want to remember what she considered negative pictures of her former teachers. She said, "I want to forget the bad part because I don't want to repeat that kind of teaching or teacher's personality" (05.11.91). Ployporn spoke of her Biology teacher as one of her favourite teachers.

> I often think of him as one of my role models. He was very well-prepared. I liked him because he was a caring person and willing to help students. Although I thought of him as my best teacher, he also had some bad points but I didn't keep that part in my mind. (05.11.91)

As the practicum went on, Ployporn affirmed that she had emulated several of her past teachers. In her own words, Ployporn explained:

> It depended on what I was dealing with... If I was managing the class I thought about some techniques which some of my teachers used to deal with my class in the secondary school. As I taught the subject matter I tried many teaching methods that I remembered being used by my teachers to deal with particular classroom situations. (10.02.92)

Tichanan spoke of selective role modelling and formulation of her ideal model.

> I thought of many of my teachers who taught me in secondary school. Although I liked many of them, the Health Education teacher was great in the way she taught us. Also, the Math teacher was a caring person. The Social Studies teacher made the subject matter interesting and learning was fun. (24.01.92)

However, she had a special former teacher whom she regarded as a particular mentor. Tichanan asserted, "She was very good when communicating with students. When she taught she brought in interesting news events that related to what she was teaching. It was fun being in her class" (10.02.92).

Kanchana was impressed by one of the teachers at the teachers' college and she believed that his personality and teaching strategies had a great influence on her own teaching. Kanchana stated, "I liked him because he was always on time. From being in his classes I learned both about the subject matter and some tips about being a good teacher" (10.02.92). However, Kanchana discovered that she could not merely adopt what she had learned from this particular teacher because she needed to adjust to her classroom. She said, "It's different because I am teaching secondary school kids, they are not college students. Therefore, I cannot do exactly the same thing" (10.02.92).

In relation to cooperating teachers, the three student teachers in my study agreed that Mrs.A., Kanchana's cooperating teacher, was a model guidance teacher. They regarded this particular teacher as a "Kallayanamittr" to students. Kanchana spoke of her cooperating teacher:

> Her warm personality is considered ideal for a counsellor. She is friendly and willing to help the students who come to her. We all like her because she is very supportive and gives us some thoughtful assistance. (17.01.92)

Both Ployporn and Tichanan did not express their feelings about their cooperating teachers. It was unfortunate that these two student teachers had a weak relationship with their cooperating teachers. Through conversations with both cooperating teachers and preservice teachers, I discovered that role expectations were not clearly perceived by either party. The student teachers had less than adequate opportunities to observe their cooperating teachers teach and the preservice teachers were rarely observed by the experienced teachers. Thus, neither Ployporn and Tichanan discovered what they would select from their cooperating teachers to include in a formulation of their model

teachers.

According to Bandura (1977), when people are exposed to diverse models they "combine aspects of various models into amalgams that differ from the individual sources" (p. 48). Different people adopt different combinations of characteristics. In my study, it is evident that the prospective teachers believed that they formulated their ideal model by selecting specific qualities from teachers they observed. Based on their own judgement, these student teachers made a decision to synthesize what they chose into a model of a teacher they would like to become. The selective role modelling was considered influential to their teaching perspectives.

Teacher Education Courses

Teacher education courses are "the most formal and systematic part of learning to teach" (Feiman-Nemser, 1983, p.150). Such courses provide an opportunity for preservice teachers to be exposed to the knowledge base of the profession. However, in relation to field experience, student teachers perceive that what they learn in college classes is "artificial and separated from the reality of the school classroom" (Ross, 1987, p.231). In my study, the participants claimed that some of the teacher education courses provided them with theoretical knowledge and they expected to allow this knowledge to guide their practice. Through the practicum experiences the student teachers discovered that the knowledge they acquired was inadequate and irrelevant to real situations in the field.

Ross (1987) discovered from her study that the prospective teachers considered

"preparatory activities" such as objective writing, lesson planning, test making, and discussions in various classes, as "teacher education activities" not "professional activities" (p.231). One of the respondents in the study by Ross (1987) made a distinguishing comment about field experiences and teacher education course work.

> I think field experiences are by far more important than course work. I think you learn more than you would out of a book. In an education course you might learn the procedure, like how to set up a lesson plan, but there is no room for deviation in a book. When you are out there in the field, you have to react to what you see. (p.232)

Congruent with the comments stated above, the participants in my study discovered that at the beginning of the practicum "preparatory activities" were helpful as a guide to writing lesson plans. However, when they taught various classes and discovered the students' diversity they had to learn to adjust their plans to suit different groups of students. Kanchana asserted:

> I found that how to plan the lesson was the knowledge that I used most at the beginning. But when I taught different classes I had to change the plan to make it work better in different classroom situations. It is not that I didn't learn at the college, but I have a feeling that something is missing. (10.02.92)

Not only did the prospective teachers need to adjust their plans with different classes, but they also found a need to search for content and information related to the levels they taught. Tichanan commented:

> There is very little connection with what we learned at college and what is happening in the school. Take the Guidance subject area as an example, we spent our time learning about further education which we expected would be helpful for us as school counsellors. But when we are in school we find that it is different from what we were learning. Many things have changed. I think we need to concentrate more on what they are doing at the secondary school level. (10.02.92)

In addition, the student teachers stated that they attempted to bring what was

taught at the college to the field in order to fulfil the tasks which were assigned to them during the practicum. However, they claimed that the knowledge obtained from teacher education courses is "too theoretical and difficult to bring to real practice" (Kanchana, 17.01.92). Kanchana spoke of her difficulty in classroom situations:

> I learned a lot about children at different ages; their development, their needs, their interests. But when I was in the classroom I found it difficult to relate what was happening to those theories. Although I tried to make a connection, there were so many things that happened at one moment and they changed all the time. Sometimes I didn't have time to think about the theories. I forgot what I had learned but I knew that I needed to step forward. (17.01.92)

In the case of Tichanan, I found it interesting that she referred to the theory she knew from some education courses to justify her teaching behaviours in classroom situations. In the second interview with Tichanan, I asked her what her opinion was about the chaos in one of her classrooms. She responded to my question:

> According to what I learned from many Educational Psychology courses, it is the nature of children at this age. They behave this way because it's part of their developmental stages. They like to make noise to gain attention. I think sometimes teachers should not get mad at them. (27.11.91)

It is evident that the three participants in my study found themselves trying to relate the knowledge or theory they learned at college with their classroom situations. The preservice teachers seemed disillusioned when they discovered that in most cases there was a lack of relevance between theories they had learned and the reality of classroom situations. Education courses provided them with preconceptions about teaching and learning which had little effect on their perspective towards teaching.

Summary

Experience in the practicum was considered to be a factor that contributed greatly to the development of teaching perspectives of the participants in this study. All three student teachers emphasized the opportunity to work closely with children and classroom teachers in the school setting as a noteworthy experience. Accordingly, they placed great value on the practicum and believed that they learned how to teach by being in real classroom situations. In this study, the practicum experience provided preservice teachers with some difficult teaching situations which needed to be simplified, for instance, reduction of class size and provision of a precise description of role expectations of the people who are involved in the practicum. In addition, the supervisory system needs to provide concrete support for the preservice teachers' professional growth.

The practicum was perceived as an opportunity for clarification of the student teachers' teaching perspective. While these student teachers engaged in the practicum, they either maintained or altered their beliefs about teaching and their actions. Thus, student teaching had an impact on the affirmation and refinement of the perspectives towards teaching of the three student teachers.

According to Fuller and Bown (1975), teaching involves three dimensions: goals, experiencing, and observations and responses of others. Evaluation takes place when student teachers think about themselves within the three facets of "the teacher's life space" (p. 42). The experience of becoming a teacher involves coping with three kinds of evaluation: internal self-evaluation, one's satisfaction with one's self; self-observation,

one's incongruence of teaching behaviour and expectations; and external self-evaluation and one's competency. Self-evaluation was, therefore, another significant influence on the student teacher's teaching perspectives.

Another factor which was perceived as influential in modelling the teaching styles of the prospective teachers was selective role modelling. According to Nias (1986), when one needs to behave like a teacher, one adopts role models. In this study, good teachers recognized by the participants served as role models for them in performing their teaching and interacting with students. These preservice teachers found themselves being selective, in order to form an ideal of the teacher they wanted to be.

The teacher education course work seemed to have the least effect on the development of teaching perspectives. The student teachers believed that they acquired not only inadequate knowledge which they considered to be essential for their practice but also they discovered that the theories were not necessarily related to actual situations in the field. However, Eisner (1985) claims that student teachers are unaware of using theories in order to make sense of their teaching situations. In addition, Eisner (1985) states that teaching is an art in the sense that teachers do not follow prescriptions or routines but they make judgements based on "quality that unfolds during the course of action." Teachers must function in "an innovative way" in order to cope with unpredictable qualities and contingencies (p. 176). Therefore, fundamental knowledge, even in a minor way, has a place in developing teaching perspectives of these prospective teachers.

CHAPTER VIII

SUMMARY AND IMPLICATIONS

> No matter what the degree of objectivity attained, no matter how universally acknowledged are the rules, the final decision is up to the individual.
>
> (Greene, 1973, p.253)

It is my intention to inquire into the development of preservice teachers' perspectives about teaching during the last phase of their practicum. While student teachers construed meaning within teachers' worlds, as a researcher, I also entered the lifeworld experience of my student teachers which offered possibilities for an understanding of their experiences. Through this inquiry, not only were teaching perspectives of the novice teachers explicated, but an awareness was gained of the impact of various factors including the practicum experience on the development of teaching perspectives. In order to investigate the development of teaching perspectives of the prospective teachers, prior to teaching their classes, the individual student teachers revealed their conceptions of teaching. As the three participants engaged in the practicum, their beliefs about teaching and their teaching behaviours became the focus in order to search for the meaning they held about teaching from their student teaching experiences. In addition, factors contributing to a modification of their teaching perspectives over time were also examined.

This chapter is organized into two sections. First, in a summary part, I put forward my insights regarding the development of the teaching perspectives of the three student teachers who participated in my study. A summary of the findings will be made by responding to the four initial exploratory questions which guided this inquiry. Later, five implications for teacher education in Thailand will be suggested and discussed.

Summary

What are the Student Teachers' Conceptions of Teaching before the Practicum?

It is obvious that the three student teachers entered the practicum with their "personal theories of teaching" (Cole, 1990, p.203). What they believed were important factors concerning the teaching and learning process were identified. Four significant elements stated by the preservice teachers included "students", "the teacher", "learning activities", and "the classroom".

Students were regarded as an important element in the sense that they benefited from the teaching and learning process, and the other elements that contributed to students' learning. This perspective was strongly perceived by Tichanan since she believed that teaching should facilitate students' learning. For Kanchana, although she did not indicate "students" as one element of the process of teaching and learning, she emphasized that learning activities should be prepared according to students' abilities in order to help them learn better. In the case of Ployporn, she spoke of students as the second most important element in the process of teaching and learning. However, the

three student teachers shared a perception about students in their classes. They defined a good student as a good recipient. Students were expected to be ready to learn as well as enthusiastic about learning, therefore, they should come prepared for class and also participate in class activities.

A teacher was recognized as a person who made it possible for students to learn. Accordingly, the student teachers perceived the need to acquire knowledge of subject matter adequately in order to transmit the material to students and help them understand the concepts better. Further, these student teachers believed that teachers should have the ability to respond to all questions posed by their students. This view of teaching is consistent with the studies by Kagan and Tippins (1991), Weinstein (1989), and Wubbels (1992). These researchers discovered that secondary student teachers focused mainly on academic skills and knowledge of the subject matter. Wubbels (1992) further suggests that many student teachers hold a strong belief unconsciously that "good teaching in secondary school is explaining by lecturing" (p.140). In my opinion, teachers not only impart subject matter to students, but they also relate such knowledge to students' everyday lives and make it comprehensible in a way that students can construct meaning for themselves. Also, it is important that teachers should teach their students how to learn or how to acquire knowledge for themselves. In addition, I believe that teachers need not feel that it is their responsibility to always provide students with the answers or the solutions to students' questions. In fact, sometimes a teacher should be willing to say "I don't know" or "Let's search for the answer together".

The third significant element of teaching identified by Kanchana and Tichanan

was classroom activities. The two preservice teachers perceived learning experiences as a means to enhancing students' learning. They asserted that teachers should provide meaningful and relevant activities for students based on their ability and their age. In addition, students should have the opportunity to be actively involved in a variety of classroom experiences. Prior to teaching their classes, this concept of teaching as stated by the student teachers in my study seemed promising. The participants were in an Educational Psychology and Guidance program and most of the methodology courses they took at the college offered ideas of creating activities related to teaching topics. These prospective teachers appeared anxious to enter classrooms to put into practice what they had acquired. They expected to gain valuable experience by being in the reality of a classroom situation. Ployporn asserted that "I want to see the difference between peer teaching we did at the college and teaching real students in a real classroom" (05.11.91).

In addition to the three elements of the process of teaching and learning, the preservice teachers regarded the classroom as an important place where learning occurs. Not only did these student teachers view a classroom as a resource centre for students, but they also believed that a close relationship amongst the people within the classroom should be established. They perceived the need to create a good learning atmosphere in the classroom. Similar to the participant in Clandinin's (1985) study, Ployporn and Tichanan perceived an image of their ideal classroom "like a home". They further explained that classrooms should provide students and teachers with a warm and pleasurable climate in which students feel comfortable to participate in the learning activities. This perception of teaching, as expressed by the preservice teachers, was

brought into practice in the sense of being caring teachers throughout the practicum.

Similar to the preservice teachers' conceptions of teaching in my study, Horowitz (1965) indicates four major elements of elementary schools including "learner", "teacher", "content or curriculum", and "social milieu or environments". Each of the four elements interacts with one another, for instance learners and teacher interact about content within a social and cultural milieu (p.2). In my inquiry, it is apparent that the student teachers seemed self-assured when they explained their conceptions of teaching and their ability to communicate what they considered important into their actual classroom practice. All three participants regarded students as the aim of teaching, while other factors played a significant role in influencing students' learning. The prospective teachers considered themselves as the ones who would assume the crucial role to help students learn. These perceptions of teaching were developed by what Lortie (1975) calls "apprenticeship of observation" (p.61) which took place in their early years as students in schools and the teachers' college. In addition, the courses which the preservice teachers took in college provided them with theory and information about teaching, learning, the classroom, and students in classrooms. The knowledge they acquired through these courses played a crucial role in forming their personal theories of teaching, leading to particular expectations. Further, their individual personal features, including personal characteristics, belief system, personal learning styles, and beliefs about students, had an effect on the prospective teachers' perceptions about teaching.

What are the Student Teachers' Teaching Perspectives that Develop as They Engage in the Practicum?

By examining the three student teachers' conceptions of teaching before they began the actual teaching and their teaching perspectives as they engaged in the process of the practicum, the development in their teaching perspectives was revealed. Prior to teaching classes, the prospective teachers seemed to be more theoretical and philosophical when they described their perceptions about teaching. However, as they engaged in the process of the practicum which allowed them to confront the reality of life in various classrooms, these three student teachers spoke of teaching and being a teacher with confidence. Their teaching perspectives seemed to broaden and become clearer. With regard to the question, "What were the student teachers' teaching perspectives that developed as they engaged in the practicum?", their beliefs about teaching and their teaching behaviours were examined. Classroom observations coupled with many conversations with each student teacher, suggested six themes concerning teaching perspectives. Teaching was perceived as: entering the worlds of children; adjusting to reality; maintaining class control; transmitting and interacting; teaching as learning; and teaching as a multiple metaphor.

Teaching is entering the worlds of children. As soon as the prospective teachers entered the classrooms, they learned that in order to teach effectively, they needed to know and understand their students. The participants discovered that good rapport became a means to better understanding their learners. Also, when asked to define "good teachers", the three preservice teachers added "being a caring person" to an ideal teacher's characteristics. Though there was the necessity to enter children's

worlds in order to acquire accurate information about children, the meaning that the individual student teachers gave to such a belief varied notably. In the cases of Ployporn and Kanchana, they often expressed a desire to build a good relationship with their students in order to effectively teach. They believed that understanding their students enabled them to plan lessons that tried to be tailored to individual students or individual groups of students. On the contrary, Tichanan seemed to see that the way she cared for her students allowed her to know them in various contexts, academically and personally. She regarded a caring teacher as someone who could help students in a variety of ways. Throughout the practicum, she found herself playing the role of both teacher and friend who cares for her students.

In my study, the three participants' need to establish a good relationship with their students seemed to relate well with early concerns about survival and their pupils as illustrated in the process of becoming a teacher by Fuller and Bown (1975). Early on, these prospective teachers believed that by knowing their students they could gain respect and control over their students which might enable the preservice teachers to teach effectively. After a good rapport had been developed and the individual students' information was obtained, these preservice teachers believed that they became **caring teachers**. They perceived themselves in the light of **"Kallayanamittr"** as they became more concerned about students, about the social and emotional needs of pupils, about being fair to students, about tailoring learning activities to individuals or particular groups of students, and so on. Consequently, being a caring teacher does not simply mean "care for kids". A caring teacher or a "Kallayanamittr" is one who seeks various possibilities to enhance children's learning and facilitate their growth. The concept of

a caring teacher or a "Kallayanamittr" is consistent with Rogers and Webb (1991), as they emphasize that caring is "more than regard or protection, more than affect alone, ...caring is the basis for thoughtful educational and moral decision making and it requires action" (p. 174).

Teaching as an adjustment to reality was another teaching area that was highlighted by the prospective teachers. From my classroom observations and conversations, adjusting was defined in various ways and for different purposes. First, adjusting meant a way to get along and successfully accomplish the practicum. The student teachers believed that by trying to behave like other people in the school they could gain the acceptance of the cooperating teachers, school staff, and students. The participants stated that it was easier for them to change their way of thinking and acting than to expect change from other people and the existing institutional system. In addition, if these prospective teachers adjusted effectively, experience in the practicum tended not to be too troublesome for them. Accordingly, for this particular purpose, the student teachers' compliance with existing conditions was regarded as significant throughout the practicum. Second, adjusting became a strategy to promote students' learning. For this purpose, the student teachers defined adjusting as selecting the subject matter, knowledge and organized learning activities in such a way that it was tailored to the needs of individual students or particular groups of students. The preservice teachers spoke of knowledge about children and teaching techniques harmoniously with their flexibility as possibilities to facilitate children's learning. Third, adjusting was seen as a learning strategy. The student teachers believed that when they adjusted to the reality of life in the school and classrooms, these preservice teachers learned something.

According to the process of adjustment as outlined by the three student teachers, the reality of teaching in the practicum was perceived dissimilarly. For preservice teachers who tended to conform without having any opportunity to make their own decisions, teaching can become boring and unchallenging. In my study, Ployporn and Tichanan followed the cooperating teacher's plans in teaching Guidance throughout the practicum, thus these two student teachers learned very little from their experience. Teaching became tedious and involved repetitive activities. The major concern that influenced the student teachers' actual teaching was the evaluation system in which the cooperating teachers had the responsibility to grade and report the preservice teachers' teaching performances. MacKinnon (1989) explains that the student teachers in his study were aware of the significance of a good record on their career in the future and that prevented any attempt to seek alternatives. One of the informants in MacKinnon's (1989) study spoke of conformity during the practicum. "I just do what she tells me to do and everything's O.K." (p.12).

Beyer (1984) states that the tendency of student teachers to simply accept and follow the existing path initiated by cooperating teachers may lead to "uncritical uniformity" (pp.36-37). In my opinion, although it may seem risky for a student teacher to alter the plan originally designed by cooperating teachers, careful negotiation amongst the two parties should be encouraged. A reciprocal arrangement would most likely be more challenging for both students and teacher and consequently, preservice teachers would learn more by being creative in their own teaching.

Teaching as maintaining class control was perceived as another significant teaching perspective by the three student teachers. They believed that classroom

management had an effect on teaching and learning. The preservice teachers assumed that students would be attentive and interested in the lesson and class activities that had been planned; these student teachers were surprised when their expectations were not fulfilled. However, many attempts were made to solve classroom management problems. The ability to control the class was considered a major indication of their success or failure in the practicum. Tichanan spoke of her inability to manage the class as an unsuccessful experience for her. Conversely, Ploypom proudly acclaimed her success because she did not have difficulty managing her classes. Throughout the practicum, the three student teachers believed that classroom management was a teacher's most significant requirement in order to teach successfully. Goodman (1988) concurred when he synthesized three guiding images: cooperation, authority, and autonomy, and discovered that his participants perceived teaching as a problem of control.

Brophy (1988) states that "classroom teaching is an extremely complex task that must be carried out in an extremely complex work environment" (p.3). His statement is congruent with the classroom situations of the student teachers in my study. The three participants spoke of their classroom teaching as a very difficult task because they were placed in classes of more than 50 students. The number of students in each class seemed to be the major concern affecting classroom management. In addition, students in M.2-3 (grades 8-9) were entering adolescence. Brophy and Evertson (1978) claim that these young students develop identification with their peers and distance themselves from adult authority. Management concerns were prominent and discipline difficult at times. Student teachers who teach students in these particular grade levels tend to

anticipate a problem with classroom management. However, preservice teachers should not simply accept the problematic situations. Attempts should be made to seek better strategies to confront such difficulties. Tichanan, for instance, tried to deal with the issue of class control, but her methods were ineffectual. Although what happened in her classrooms may be regarded as minor misbehaviour, it could become disruptive if actions were not taken to stop it. There are a variety of strategies to deal with minor inattention and misbehaviour. Good and Brophy (1987), referring to Kounin (1970), emphasize that a teacher who can manage the classroom successfully has the quality of "with-it-ness" (p.260) and students are aware that the teacher always knows what is going on in the classroom. In addition, in order to stop minor misbehaving without disrupting classroom activities, many techniques are suggested: making eye contact with students, moving close to the students involved, and asking students for a response to capture their attention. Further, when misbehaving is seriously disruptive the teacher needs to stop it directly by calling out the student's name and demanding appropriate behaviour, or reminding the students of rules and expectations. However, if direct intervention is necessary it should be brief, direct, and stressing appropriate behaviour rather than the misbehaviour (Good & Brophy, 1987).

The student teachers in this inquiry discovered that students' attitudes about different subjects was another factor that influenced classroom management. They came to the conclusion that Guidance, one of the subjects they taught, captured less attention from their students than other subjects such as Math, Science, and English. Guidance was regarded as an extra subject by secondary students because they did not earn credits by taking this particular subject. In my opinion, these prospective teachers would find

teaching Guidance stimulating in the sense that this was their major subject area and they should be able to make their teaching very interesting. The theory that they learned and the knowledge they acquired in their college classes should be utilized to help them plan and make decisions. Brophy (1988) emphasizes that "the complexities involved in managing classroom effectively can be reduced considerably through good advance planning and preparation" (p.3). As a result, student teachers should plan their teaching carefully and thoroughly. In addition, class time should be effectively organized in order to maximize the time that students engage in worthwhile academic activities and minimize the time that students spend waiting for activities to begin, making transition between activities, being in class without interesting things to do, or engaging in misconduct. In the case of Tichanan, in particular, class activities needed to be planned carefully so that class time could be effectively used. Then the students in her classes could engage in interesting activities throughout the entire duration of the class.

Teaching as **a process of transmitting knowledge to students** was another teaching perspective which influenced the preservice teachers' actual teaching. The three student teachers not only defined teaching as delivering subject matter, verbally, but I observed that this definition played a crucial role in their practice.

Through many classroom observations and conversations with the three participants, I observed the need to apply particular teaching styles derived from various factors which Clark and Peterson (1986) refer to as constraints and opportunities. Likewise, Hargreaves (1988) indicates many elements that contribute to teachers' decisions. He explains that teachers make judgements about the appropriateness of particular skills within the given constraints and about the styles or teaching techniques

for particular circumstances. Congruent with Clark and Peterson (1986) and Hargreaves (1988), the three prospective teachers in my study adopted utilitarian teaching perspectives because they believed that this approach to teaching served particular purposes for them. The nature of the subjects they taught was influential in making decisions about teaching. Tichanan and Kanchana, who taught Social Studies, believed that transmitting information was a good teaching technique for this particular subject. The attempt to give details about the content and make it clear to their students was noticed in several of their classes. On the contrary, Ployporn, who taught Health Education, believed in the importance of relating the course content to the children's real life. To teach this particular subject, Ployporn organized the lesson into several topics and had her M.3 (grade 9) students work in groups to search for more information and present it to the class. In all three student teachers' Guidance classes, transmitting information was scarcely observed.

Not only the nature of the subject plays a major role in influencing the preservice teachers' actual teaching, other constraints, particularly the limitations of time and space, were noted by my participants. Kanchana found that she could not spend much class time interacting with her students because she thought she should finish particular chapters before the mid-term and final examination dates. In addition, the large size of classes they taught was regarded by all three student teachers as one of the major problems which restricted their lesson plans. These prospective teachers were constrained by the limitations of opportunity to attempt other possibilities while teaching.

As these preservice teachers engaged in the practicum, they gradually

incorporated **interaction with students** into their process of teaching and learning. Towards the end of the practicum Kanchana, Ploypom, and Tichanan believed that although teachers were knowledgeable and capable in making the subject matter comprehensible, students were not perceived as being simply passive recipients. These prospective teachers attempted to encourage students to become actively involved in the learning process. However, the change from transmission of knowledge to transmission blended with interaction varied amongst the three student teachers. For instance, not only did Ploypom articulate the essentials of interacting with her students, but she actually demonstrated her ability in effectively incorporating interaction with transmission into her teaching. While Kanchana stated the necessity of interaction, her actual teaching, particularly in her Social Studies classes was basically transmitting information to her students. As for Tichanan, although she perceived teaching as interacting with students, she needed to explained the subject matter in Social Studies class in order to prepare her students for the examinations. In addition, due to the fact that Tichanan encountered many difficulties in classroom management, she could not practically interact with her students in ways that create the effective learning atmosphere.

Teaching is learning. The student teachers entered the practicum with high expectations about learning and growing professionally. For these preservice teachers, the concept of learning from the practicum varied considerably. Basically, a need to master the subject matter they taught, coupled with teaching strategies for effective teaching, seemed to be a definite desire. Wilson and her colleagues (1987) assert that subject matter issues seem to be one of the major concerns for novice teachers. While

teachers struggle to communicate with their students, they need to examine their personal understanding of the content. In addition, as novice teachers are involved in a teaching process, they develop "pedagogical content knowledge" (p.114). This form of knowledge is explained as a new type of subject matter knowledge which is enriched and enhanced by other types of knowledge (Wilson, Shulman, Richert, 1987), for instance knowledge of learners, knowledge of the curriculum, knowledge of the context, and knowledge of pedagogy.

The three participants in my study asserted that they learned a great deal from being in the field for a period of sixteen weeks. However, what they gained from the field experience seemed to be teachers' routines for teaching tasks. At times these prospective teachers were enthusiastic about learning by experiencing the reality of classroom life; however, without adequate professional assistance their trials may lead to misconceptions. For instance, Kanchana and Tichanan, in their Social Studies classes, spent most of their class time transmitting information to their students. Thus, for them, teaching was a process of transmission of knowledge. Ployporn and Tichanan who taught M.2 (grade 9) Guidance tended to consider the activities which were planned by the cooperating teacher as the best method to communicate material in that particular subject.

In the case of these student teachers, the teacher education program did not substantially prepare them to reflect on their own teaching experience. In addition, the supervisory system did not actively exist in order to provide a learning atmosphere for the preservice teachers. The collegiality between the student teachers and cooperating teachers, which could provide student teachers with the opportunity to share the

authority and work collaboratively with their cooperating teachers to accomplish both teaching tasks and professional growth, barely existed. Student teachers had very restricted opportunities to work closely with their cooperating teachers in order to plan class activities together, observe the cooperating teachers teach, and discuss classroom problems and issues. Furthermore, the student teachers reported that a brief conference after each observation took place only for the purpose of providing student teachers some comments and feedback. Professional reflective activities including analysis, a search for solutions through the application of knowledge, and action on the basis of the analysis (Argryris & Schön, 1982) scarcely occurred. Further, given that college supervisors did not place an emphasis on supervising student teachers, the supervisory system tended to have a restricted impact on facilitating prospective teachers' professional growth. It is obvious that collegiality opportunity between college supervisors and cooperating teachers was very circumscribed in attempting to make student teaching an occasion for learning for the preservice teachers.

For the three prospective teachers, although the "seeking to know -to extend oneself by knowing" (Pullias & Young, 1977, p.80) was perceived as an important way to learn, they were unlikely to move beyond the demands of immediate classroom situations. These preservice teachers were rarely challenged themselves or by experienced teachers in order to search and learn. Consequently, if these preservice teachers experienced the practicum without reflecting or inquiring, they encountered one of the most significant stages of becoming a teacher with false conceptions about teaching.

Teaching as a multiple metaphor. Through classroom observation and

dialogues with the preservice teachers who participated in my study, at some point we turned our thinking to metaphorical discourse. Each of the three student teachers perceived teaching as helping students learn, and metaphorically, teaching was seen as lighting candles and a person who attempts to enhance learning was considered to be a "Kallayanamittr".

"Lighting candles" can be described as "contributing to the being and becoming of a child" (Daniel, 1991, p.164), or "facilitation of children's growth" (Goodman, 1988, p.126). In my study, Kanchana, who taught M.3 (grade 9) Guidance classes, offered her students information about higher education requirements or further training needs for various professions. She encouraged her students to relate this information to their interests and abilities so that they may be able to choose suitable careers in the future. Ploypom and Tichanan asserted that they taught their students not only the subject matter explicitly stated in the curriculum, but they also placed an emphasis on social skills which were important in the students' everyday lives. Congruent with comments made by the student teachers in my study, Trini, one of the teachers in Daniel's (1991) study, spoke about teaching:

> I think we teach children how to live , how to relate to other people, how to be sympathetic, how to listen and to realize that other people have other points of view and there is no right answer necessarily for everything... This is the same way when they go out into the world at large. (p.167)

Once again, the person who lights candles, or contributes to the being or becoming of children, or facilitates children's growth is seen as a "Kallayanamittr". Being "a Kallayanamittr", is regarded as important in eastern countries, Thailand in particular, and may relate to being "a caring teacher" in western countries. Many

researchers and teacher educators (Belenky, Clinchy, Goldberger, & Tarule, 1986; Kohl, 1976; Noddings, 1984, 1986, 1991; Rogers & Webb, 1991) emphasize the importance of caring in education. Rogers and Webb (1991) assert, "Teaching should evolve around caring about instruction, the curriculum, student learning, and the needs of individuals in the classroom" (p.174). Teachers do not just simply "care for" their students in the way they show their feelings towards their students, but these teachers facilitate children's learning and growth and thus become valuable "Kallayanamittr".

What are the Factors Contributing to the Development of Teaching Perspectives?

The factor that most influenced the student teachers' teaching perspectives was experiencing the practicum. The practicum was regarded as a period of time which provided preservice teachers with a complex set of experiences for learning to teach. For the participants in my study, the practicum had special significance for three major reasons. First, the practicum provided an opportunity for the preservice teachers to be in the real world of teaching in which they could learn the role of teachers. Despite the fact that these prospective teachers were college students, being in real teaching situations enabled them to see themselves as teachers. They perceived a need to adjust themselves into the teacher's world by acting in a way that they believed to be consistent with a teacher's identity. By trying to act like teachers, these preservice teachers were concerned about knowledge of the subject matter and teaching strategies. In addition, the ability to control and take the classes through the planned lessons seemed to indicate the success or failure of their teaching.

Second, being in real classrooms during the practicum, the student teachers had

an opportunity to confront problems and try to solve them. For these preservice teachers, Ployporn in particular, confrontation with problems in classrooms seemed to be challenging. She made an effort to overcome the problematic situations she encountered. Third, the practicum was perceived as a place to confirm or refute their particular choice of career. In my study, the participants experienced their practicum in a school which was considered to be challenging amongst student teachers at this particular teachers' college. It was the largest school in the province with a significant enrolment every year. Consequently, the number of students in each class, particularly M.1-3 (grades 7-9), was high. In addition, parents' expectations were very high. As such, these preservice teachers had various opportunities to find out about themselves and their ability to act as a teacher in a very complex teachers' world.

It is obvious that the prospective teachers in this inquiry believed that they gained knowledge and teaching skills from their experience of student teaching. Although their experience was perceived both positively and negatively, the participants asserted that their experience was worthwhile. From my observations and the many conversations with the preservice teachers, they based their learning mainly on their own judgements, peer support, and interactions with myself throughout the practicum. As teacher educators, we may question "how our future teachers learn about teaching from their experiences."

Student teaching was thought to be the period of time which provided the student teachers with some difficult situations that needed to be clarified. Thus, for these prospective teachers who took the teacher's role, they became aware that teaching for them meant adjusting to the reality of life in the school and classrooms, and in most

cases they had to live with conformity. Likewise, learning to teach as stated by Clandinin and Connelly (1986), means "learning to live in a certain cultural, historical and uniquely defined cyclic situation with young children in each particular teacher's narrative of experience" (p.386). According to Clandinin and Connelly (1986), the nature of student teaching offers limited opportunities for student teachers to learn about "school cycles" (p.383). Novice teachers, therefore, are unable to incorporate the knowledge about "cycles" into their "personal practical knowledge", which is embodied, experiential, and reconstructed out of the narratives of their classroom lives (Connelly & Clandinin, 1985, p.138). However, student teachers may gain an understanding of the diversity of classroom contexts by experiencing them throughout the practicum.

The preservice teachers either maintained or modified their beliefs and actions in particular classroom situations. The practicum experiences played a significant role either refining or confirming their teaching perspectives. In my study the practicum experiences tended to serve as the process for clarification of teaching perspectives of the preservice teachers. The opportunity to teach in real classrooms allowed them to practice what they believed about teaching. In addition, the research approach allowed the collaborative construction of meaning regarding teaching and the student teaching experiences between myself and the student teachers. As I was considered to be their best friend in that particular situation, I assumed the role of caring guide. I assisted the novice teachers to reflect on their actual teaching and classroom situations. Opportunities to think aloud about their teaching experiences enabled these prospective teachers to clarify their own thoughts and actions. Like Shapiro (1991), I believe that it is significant to provide occasions for preservice teachers to articulate their views on

their teaching performance and personal teaching theories. I strongly suggest that cooperating teachers and faculty consultants take a similar role in order to facilitate our student teachers' professional growth throughout the practicum experiences.

Self-evaluation was perceived as another factor that influenced teaching perspectives of the student teachers. In my study, the student teachers' self-evaluation was related to three major areas: their status as a student teacher who took a teacher's role, their personal characteristics, and their teaching capabilities.

As previously stated, as soon as student teaching began, the three prospective teachers created a teacher identity for themselves. At the earlier stage, self-evaluation related to concern about their own status. The feeling of insecurity about their status varied amongst the individual student teachers. Obviously, uncertainty regarding one's status has a great effect on one's teaching ability. For Ploypom, such concern was soon eliminated and she saw herself as a teacher. At the same time, teaching confidence was gained, so she was satisfied about her teaching ability. On the contrary, for Tichanan, uncertain feelings about being a teacher or a student teacher remained until the end of the practicum. Consequently, although she had gone through the student teaching process, she did not view teaching as fulfilling. Tichanan believed that classroom management was still a major unsolved situation for her when she was teaching. She seemed certain that if she became a real teacher, students' behavioral problems would be easily solved.

Personal characteristics tended to be significant for the preservice teachers in creating a teacher identity. They believed that being confident about their personal characteristics enabled them to stand in front of the classes of 55-60 students and

perform teaching tasks successfully. Further, through the self-evaluation process the three participants perceived that their personalities had a great effect on classroom management.

Self-evaluation can be seen as a strength in the student teaching situation. It is a process whereby student teachers step back and reexamine their teaching situations by asking themselves some questions. Oberg (1988) suggests that "self-evaluation implies a disposition to be self-critical and reflective about your teaching" (p.188). It is obvious that the participants in this study experienced the practicum which offered them a complex set of real teaching situations with scarcely any professional assistance. Consequently, the preservice teachers sensed whether or not they selected the right technique for the right situation through self-evaluation. They evaluated their teaching capabilities using their own judgement, students' responses, and their friends' comments.

The three student teachers in my study perceived that self-evaluation was to affect the development of their teaching perspectives in three facets. First, through self-evaluating they discovered their own teaching capabilities. Their strengths and weaknesses were identified and that confirmed the effect of their actions. Early in their practicum the three participants perceived that a good relationship with students was significant. As a result, they attempted to "get to know" their students and such a perspective was developed and modified throughout the practicum. Second, through self-evaluation, the student teachers were satisfied that they accomplished their teaching goals. In the case of Ployporn, her personality seemed to affect class control which enabled her to teach successfully. As Ployporn confronted fewer problems of class control than her peers, she was the one who searched for alternative approaches to

facilitate the students' learning. Third, confidence was also gained from seeing the result of what they were trying to accomplish through self-evaluation. Self-confidence enabled these student teachers to initiate some new ideas and other directions and then explain why they acted in the particular way in the particular situation. Ploypom soon perceived teaching as interacting with her students and this perspective was seen clearly in her actual classroom teaching. For Kanchana, as soon as she discovered the diversity of students, she had a strong desire to adjust her teaching technique, the language and the material used to suit the students in each class that she taught. Conversely, Tichanan, who seemed to possess less confidence and struggled more for class control, mostly unsuccessfully, perceived teaching as managing classes throughout the practicum.

Selective role modelling was seen as another influence on the development of teaching perspectives of the student teachers. Through the many conversations with my participants, I discovered that these future teachers admired the teacher who possessed a good personality, was a knowledgeable person, and used interesting teaching approaches to help students learn. In a selective manner the three participants modeled themselves on particular former teachers. The preservice teachers chose what they considered to be good qualities of model teachers from the individuals who had impressed them over the years.

What exerted the least influence on the student teachers were the teacher education courses they took in college. Although the knowledge acquired at college seemed to play a minor role in the development of their teaching perspectives, these preservice teachers discovered that the knowledge about children at different ages and knowledge about planning lessons and designing activities was significant, particularly

at the beginning of the practicum. However, when these prospective teachers entered the complex world of teaching they were disappointed by their inadequate knowledge acquired from the teacher education institution. Further, they affirmed that it was difficult to connect what they had learned to real classroom situations.

Apparently, the student teachers' perspectives towards teaching were developed as they attempted to play the role of teacher and examine their own ability to create a teaching identity. Further, through the efforts to overcome stress and difficulties from problematic situations, they tended to perceive teaching as adjusting, and being a teacher was seen as being a "Kallayanamittr" - who loves, cares, and endeavours to facilitate children's learning. In addition, the preservice teachers brought what they had learned from the past, from their previous experiences as students in classes in particular, to relate to a new situation as they tried to teach and find solutions for themselves.

What are the Similarities and Differences in the Perspectives towards Teaching amongst the Individual Student Teachers?

In my inquiry, although six emergent themes led to an understanding that the prospective teachers shared similar teaching perspectives, the way these preservice teachers articulated their ideas and acted upon their meanings was somewhat divergent. The similarities and the differences regarding the teaching perspectives of the individual student teachers will be discussed in the area of "the teaching - learning process."

Regarding the teaching-learning process, "students" and "teachers" were perceived as two major elements. Students were consistently considered a significant element in the teaching and learning situation. However, as time went by and the

practicum progressed, the preservice teachers believed that "teachers" played a more important role in facilitating students' learning. A teacher was regarded as one who made it possible for students to learn.

Kanchana shifted her perception about teaching when she discovered the diversity amongst her students. Due to the fact that students in each classroom were different from one another, Kanchana believed that the teacher was the one who could help these children to learn. She spoke of a teacher as knowledgeable and a good organizer because the subject matter, the activities, the approach, and the language used, needed to be adjusted to suit particular groups of students. Similarly, Tichanan who once stated clearly that students were the most important, asserted before the practicum ended, "A teacher is one who influences the learning of her students" (19.02.92). Unlike Kanchana and Tichanan, Ploypom's perception about teaching shifted from considering a teacher as the most important person to having the students take a significant role within the teaching and learning process. For Ploypom, although teaching was perceived as an effort to help students learn, both teachers and students had an equal responsibility to achieve the goal.

The subjects that these preservice teachers taught seemed to influence their choice of teaching approaches that they used in their actual teaching. Kanchana and Tichanan taught Social Studies in M.2 (grade 8) and tended to be in the situation where they needed to have control over their students' learning. They believed it was their responsibility to help their students acquire the knowledge in the curriculum. They regarded knowledge as important and necessary to be transmitted to their students. Furthermore, the evaluation system which required the M.2 (grade 8) students to

memorize the content had a great affect on the teaching approaches employed by these two student teachers. Conversely, in Ployporn's case, teaching Health Education did not require a transmission of knowledge to her students. She spoke of teaching and learning as "an interactive process between a teacher and students" (20.02.92). Therefore, Ployporn's choices of teaching methods were mainly based on small group projects and role-playing. Teaching and learning seemed to be fun for both her students and Ployporn, as a teacher. Consequently, Ployporn had an opportunity to interact with her students in teaching both Health Education and Guidance.

Kelly (1955) reminds us that "a person chooses for himself that alternate in a dichotomized construct through which he anticipated the greater possibility for extension and definition of his system" (p.64). Kanchana and Tichanan chose to deal with the classes and the subjects they taught by transmitting what they perceived to be important to their students for the purposes of getting the students through the subject matter and preparing them for the examinations. Ployporn, on the other hand, perceived the need to relate the subject matter in Health Education to her students' daily lives. Her lesson plans were based on the activities that related to topics which were found to be useful in everyday lives, for example, "Good Health and a Good Life", "When You Get Sick", "Helping Your Friend Before Reaching the Doctor".

In the teaching-learning process all three student teachers had a similar perception about teaching as managing classes. These preservice teachers felt that to manage their classes, teachers needed to organize the subject matter, class activities, students, and classroom in a way that best facilitates students' learning. However, what concerned these prospective teachers the most was the students. The students were

expected to be well-prepared for each class. "Good students" were defined as the ones who were attentive and enthusiastic about learning. At the beginning of the practicum, the preservice teachers were disappointed with classroom situations that were different than they expected. At times, their major concern was about classroom management. Ploypom was the first of my participants to successfully manage the classes. She indicated her personality was influential in class control. Further, a good relationship with her students, coupled with reciprocal rules created by herself and her students empowered her to overcome difficulties. Kanchana, too, gradually discovered acceptable approaches in managing each of her classes. She further indicated that her "with-it-ness" was crucial since it enabled her to be aware of what was happening here and there in the classroom. Kanchana stated that usually teachers who regularly notice troublesome situations in the classroom are able to respond to those problems effectively. In the case of Tichanan, class control seemed a constant difficulty and teaching tended to be a problem of classroom management for her throughout the practicum.

Implications

In this section, five implications for teacher education, particularly in Thailand, will be suggested and discussed. The first four implications emerged from data gathered through classroom observations and conversations in attempting to understand the development of teaching perspectives of the preservice teachers through the practicum:

professional development through purposeful practicum experiences; the promotion of reflective practice in a teacher education program; collaborative partnerships as opportunities for continually learning; and teacher as a "Kallayanamittr" for our society. The fifth implication, derived from the research methodology applied in this study, concerns qualitative research in teacher education in Thailand.

Professional Development through Purposeful Practicum Experiences

The preservice teachers in this inquiry entered the field experience with high expectations to learn about the teaching profession. They placed great value on student teaching as they expected to benefit from direct experiences in the school settings. Upon experiencing the practicum, these student teachers believed that they would grow professionally under close supervision. However, as they engaged in the process of the practicum, their concern and disappointment were revealed through many of our dialogues. The notion that these prospective teachers learned to teach through unassisted trial-and-error experience was observed in their actual teaching behaviour.

Tichanan, who was concerned about her ability to control the class, desired more attention from both college consultants and cooperating teachers. She felt that she was left alone in the midst of over-sized classes where she encountered difficulties, with scarcely any assistance, and tried to find her own way to solve management problems. The development of her pedagogical thinking and acting was rather minimal. Likewise, Bolin (1988) emphasizes that student teachers need experienced teachers to support and assist them in extending their ideas about teaching in order to help these preservice teachers to continue to grow. Tichanan's case is an example of the lack of provision

to facilitate student teachers' professional development.

Through self-evaluation and peer support coupled with interactions with the researcher, the three prospective teachers soon discovered a way to work through the practicum. The need for more supervision from college consultants and cooperating teachers was reported during the post-practicum seminar. The students who finished their student teaching in ten secondary schools stated that the area of supervision needed to be improved. These prospective teachers emphasized that the supervision process should be organized in a way that enhances student teachers' professional development. Similarly, Ngarmchat (1986), in his study of field experiences of the student teachers in elementary programs in the teachers' colleges located in the northeastern part of Thailand, stated various problems the student teachers encountered during the practicum. Three major areas were identified. First, the consultants from the teachers' college did not visit their student teachers on a regular basis. As a result, the preservice teachers had inadequate assistance in the area of professional development. Second, problems of role perception concerning cooperating teachers in schools developed because of an insufficient relationship between teachers' colleges and schools. Many of the cooperating teachers had misconceptions about the aims and procedures of the practicum. Third, student teachers were not prepared to work in the schools in ways which would enable them to learn and develop professionally.

However, as a teacher educator, I believe that the field experience component is incorporated into the teacher education program in order to facilitate the preservice teachers' professional growth. Consequently, to arrange practicum experiences for student teachers is not simply to send them into schools to learn the routines of

classroom teachers. The major aim is to provide preservice teachers with real situations in which they can "apply, refine, and reconstruct theoretical learnings and through which they develop their teaching competencies" (Turney et al., 1982, p.1). The findings of this inquiry suggest further considerations in order to improve the practicum experience and promote student teachers' learning.

Problems regarding the practicum in this particular teacher education program tend to centre on three main issues: arranging placements in schools, ensuring the quality of practicum supervision and, preparing student teachers to learn from their practicum experience. Student teacher placement in schools is one of the major problems in organizing the practicum. In order to place preservice teachers in the field so they will learn best, a good relationship between institutions need to be established. People involved in the practicum, including school administrators, cooperating teachers, student teachers, and college consultants should have a mutual understanding of the aims and procedures of the practicum. As a result, student teachers would be placed in classrooms that would facilitate their professional growth. Consistent communication between the college and schools needs to be considered significant so that the people involved are kept well informed about important information or unanticipated problems.

In my study, each student teacher taught two different subjects with many classes. As a result, the prospective teachers were exposed to more than one classroom and worked with at least two experienced teachers. However, the student teachers were concerned about the practicum and they believed that a collegial relationship between student teachers and cooperating teachers should be established. Once the collegial relationship is initiated, more meaningful interactions between the two parties need to

occur in order to enable them to share one another's expertise.

The quality of practicum supervision is regarded as a powerful process in student teachers' practicum (Turney et al., 1982) Likewise, Tabachnick and Zeichner (1984) emphasize that the nature of supervision has a great impact on clarifying and developing teaching perspectives of student teachers. From my study, as we try to facilitate our preservice teachers' professional growth, I recommend some improvement in the area of practicum supervision.

First, the objectives and procedures of the practicum that have been well formulated for several years by the field experience committee of the teachers' college, need to be communicated to people involved: for instance, school administrators, cooperating teachers, college instructors, consultants, and student teachers. Both written communication and meetings should be arranged for the purpose of establishing a good awareness of precisely what to expect from the practicum and how specifically it should be organized.

Second, due to the fact that cooperating teachers have a considerable influence on student teachers' professional development (Richardson-Koehler, 1988), we need to focus on initiating good communication with cooperating teachers. From interviews with the cooperating teachers, I discovered that although they did not receive any compensation for their extra work, these experienced teachers were willing to have preservice teachers in their classrooms. From their previous experience as student teachers in the past, the teachers thought that they should take part in assisting preservice teachers during their professional practice. However, the experienced teachers whom I interviewed indicated that they did not have a clear understanding of

what was expected of them during the student teachers' practicum. Likewise, Koener (1992) discovered from her study that the lack of communication resulted in "adversarial feelings toward the university and questioning of the expectation that came from the university" (p.52). For the purpose of establishing good communication, the college practicum associate and supervisors should meet with the cooperating teachers on a regular basis in order to discuss problems concerning student teachers and work together to make the practicum a more valuable tool for the professional growth of both preservice and cooperating teachers. Further, if cooperating teachers feel they need more preparation in the area of supervision, workshops for these teachers should be arranged. Workshops should be organized in order to provide cooperating teachers with supervisory techniques, including how to observe student teachers, how to confer with them, and how to give constructive feedback.

Third, preservice teachers are novices who need considerable professional support which could enable them to initiate patterns of "pedagogical thought and behaviour" that guide them to new learnings and discoveries about teaching (Grimmett, 1991, p.62). For professional development to occur, supervision needs to be conducted in a way that best enhances learning from various experiences. Student teachers need to observe their cooperating teachers teach and manage classes more often in order to learn from the experienced teachers' styles and strategies. Similarly, cooperating teachers should be expected to observe student teachers teach classes more often so that the prospective teachers' strengths or weaknesses can be identified. In addition, as Goodlad (1990) reminds us, placing student teachers in a single classroom with a single teacher fails to prepare preservice teachers for the full range of teachers' responsibilities. Thus,

preservice teachers should have opportunities to observe the classes of other experienced teachers and student teachers. Following classroom observations, conferences between the cooperating teachers and student teachers should be arranged to help one another reflect on previous teaching events. An inquiry-oriented conference should enable the student teachers to redefine teaching in different contexts and reconstruct their personal theories of teaching.

Classroom observations and consultations can be arranged across subject areas between cooperating teachers and student teachers (Samiroden, 1993). Students teachers can learn strategies in other fields which can be applied in their own subject areas. Samiroden (1993) emphasizes that promoting observations across subject areas provides opportunities for novice teachers to broaden their teaching approaches and observe the diversity of classroom situations and students. Consequently, the practicum can be perceived as a means to develop further the teaching perspectives of preservice teachers.

Fourth, college consultants should take an active role in supervising student teachers. According to the college practicum guide, the individual students are to be supervised by the college supervisors at least four times during the sixteen-week-practicum. I believe that in most cases, four to six visits from college consultants are sufficient to facilitate the professional growth of student teachers. During every visit, the supervisor should spend time observing the student teacher and confer with him or her. Richardson-Koehler (1988) emphasizes that "the rare appearances in the classrooms do not lend themselves to the type of trust-building and reciprocity necessary for a collaborative, reflective feedback session" (p.33). Further, to promote student teachers' professional development, each conference should be arranged in a way that enhances

reflection about the student teacher's classroom teaching, management of classes, and other important issues that need to be discussed. Through reflection and discussion, the student teachers should be encouraged to examine their own thoughts and ideas about teaching, their teaching behaviour, and their feelings towards the learning process. As they continue to grow, the preservice teachers may be able to identify their teaching theories and develop teaching styles in particular classroom situations.

Fifth, in addition to the pre- and post- practicum seminars, a monthly seminar with college supervisors is also recommended. The seminars should be organized so that they establish an atmosphere that challenges student teachers to be more deliberate and critical about their own teaching practice. Tabachnick and Zeichner (1984) suggest that "under certain condition it may be possible to help student teachers control their situations rather than being passively controlled by them" (p.35). Prospective teachers should be encouraged to reflect on their teaching and use their judgement to analyze particular situations. Further, other interesting issues in the areas of the nature of teaching and learning and educational research should be discussed. The seminars should be designed to encourage student teachers to broaden their teaching perspectives, examine the possible alternatives for classroom teaching, and assess their professional development.

In thinking about the teacher education program, preparing student teachers to learn from both their practicum experiences and from the experienced teachers is another important issue to be considered. Preservice teachers should be exposed to various classroom situations through early field experiences in order to give them the opportunity to learn about and observe the diversity of students and classrooms. In

addition, what student teachers observed in the field should be brought into college classes as interesting topics for reflection in collaborative discussion with their peers and instructors. From their observations and discourse, the prospective teachers may create their own "personal practical knowledge" (Clandinin, 1985, p.362) about teaching and learning. As a result, student teachers could be expected to have a heightened awareness of their own practicum experiences. More discussion of how to prepare our student teachers to learn from their practicum experiences will be presented in the next section.

Promoting Reflective Practice in a Teacher Education Program

This study provides insights into the student teachers' thoughts and behaviours of teaching and the nature of actual situations in the practicum setting. As I engaged in thoughtful consideration of the events that happened in the field, with an eye towards improvement, I came to realize that considerable effort should be made to maximize preservice teachers' professional growth. Encouraging student teachers to be reflective is considered an important process of professional development (Bullough, 1989; Clarke, 1991; Feiman-Nemser & Buchman, 1987; Goodman, 1988; Ross, 1990; Wildman, Magliaro, Niles, & McLaughlin, 1990; Shapiro, 1991). Grimmett and his colleagues (1990) advocate reflection in teacher education and assert that "reflection shapes and restructures one's personal knowledge about teaching as well as about life" (p.31). Through the process of reconstructing experience, student teachers may reach new understandings of action situations, self-as-teacher, and taken-for-granted assumptions about teaching.

Reflective practice has become a "basic philosophy or guiding principle" of preservice teacher education programs (Calderhead, 1989) in order to promote professional growth. Various terms, including "reflection-in-action", "reflection-on-action", "teacher as researcher", teacher as decision-maker", teacher as professional", and "teacher as problem-solver" distinguish a vast number of conceptual variations and implications of reflective practice in various teacher education programs in the United States and Canada. For instance, Ross (1989) indicates that the PROTEACH program at the University of Florida focuses on promoting reflective practice in preservice teacher education. Reflection, based on Schön (1983) and the works of many scholars and teacher educators (Good, 1984; Kitchner, & King, 1981; Zeichner, & Liston, 1987), is defined as:

> a way of thinking about educational matters that involves the ability to recognize dilemmas; make rational choices; assess the intended and unintended consequences of those choices using practical, pedagogical, and ethical criteria; and accept responsibility for those consequences (Ross, 1990, p.99).

Further, Ross (1990) claims that according to the definition, student teachers are provided with a framework to be more reflective and evaluate their progress towards their goal.

However, Wildman and his colleagues (1990) remind us that "reflection does not just happen; rather it is an active, effortful enterprise that arises when certain motivational forces are allowed to operate" (p. 136). Therefore, to promote reflective practice in a teacher preparation program, particularly in teacher education institutions in Thailand, a set of experiences (activities) need to be carefully designed. In Thai culture, minors are expected to be "krengchai" and show respect for their teachers or

older people with humility. Thus, student teachers may be hesitant about expressing their thoughts, particularly when their ideas oppose those of their supervisors or cooperating teachers. As a result, this particular humble manner may be a restraint in an initiation of reflective practice. However, if teacher educators in Thailand can come to regard systematic reflection as a means to strengthen student teachers' professional growth, the promotion of reflective techniques should be seen as a worthwhile effort. However, as Ross (1990) indicates, the ability to reflect about practice does not develop in one or two courses, therefore, helping our preservice teachers develop their reflective abilities must be perceived as the task of a teacher education program.

In promoting reflective practice in a teacher education preparation program in Thailand, I found a need to stimulate practitioners to reflect through "freedom" and "empowerment". As Houston and Clift (1990) emphasize that "to reflect, an individual must not only be free to think but also feel empowered to think" (p.213). The following are my suggestions and recommendations for initiating a reflective preservice teacher education program in Thailand.

First, goals regarding the reflective process need to be identified. In order to establish goals, it is essential to develop amongst teacher educators a common definition concerning reflection so there is agreement about "what it means to be a reflective teacher". To promote reflective practice in a teacher education program in Thailand, we could consider the teaching in Buddhism in which "Yonisomanasikarn" is stated as "a systematical way of thinking in order to search for a true understanding" (Amornvivat, 1992, p.36) and use this philosophy as a goal in reflective practice. Ways of thinking in Yonisomanasikarn, as identified by Amornvivat (1992), include a desire to seek

causes and effects; analyze what makes things work and identify connections; view events from various perspectives; try problem solving; seek alternatives; evaluate what worked, what didn't, and why; put the particular case into varied contexts; initiate after thinking it through; and function within complexity and variety (p.37).

Second, students in a preservice teacher education program should be encouraged to reflect on their reading, coursework, and their experiences. Education courses should be organized in ways that provide student teachers with opportunities to observe various teaching approaches. College instructors should demonstrate several teaching methodologies leading to a more practical orientation. In addition, case studies of different classroom contexts should be brought into education courses in order to assist teacher candidates to become familiar with diverse classroom situations. The learning atmosphere should encourage students to reflect on teaching and learning in different classroom contexts. Furthermore, upon returning from each phase of the practicum, preservice teachers should be expected to reflect on the observed classrooms, the nature of teaching and learning, and their actual practices in real classroom situations.

Third, strategies and technical skills need to be developed in order to support reflection. Dewey (1933) reminds us that reflective practice requires the development of students' attitudes and abilities, including introspection, open-mindedness, and a willingness to accept responsibility for decisions and actions. The preservice teachers should be educated to be introspective so that they know how to engage in thoughtful reconsideration of what they have read or experienced with the intent to learn more or to improve. Open-minded students are those with an ability to view situations from multiple perspectives and they should be encouraged to search for alternative

explanations of events. As a result, these preservice teachers should be able to use evidence to support the decisions they make. Further, as they carry out their own decisions, the students need to be willing to accept responsibility for the consequences of their actions. While a variety of strategies that support the development of reflection exist in the literature (Ross, 1990), I will focus on five major areas: questioning and dialogues, journal writing, faculty modelling, student teacher self-assessment procedures, and supervisory approaches.

1. Questioning and Dialogues

Greene (1973) states that we have the capacity to look critically at our world if we are freed to do so through dialogue. Likewise, I discovered, throughout my study that questioning and dialogues enabled my participants to reconsider their own beliefs about teaching and learning. Through our many conversations the preservice teachers allowed themselves to reflect upon their decisions concerning their classes and teaching behaviour. I also found that diverse questioning allowed the student teachers to reevaluate an event from different viewpoints. Further, the prospective teachers gave reasons for particular actions as they thought that their decisions were the best alternatives for them. It is important, as stated by Simmons and Schuette (1988), to use questioning not to assess but to encourage an ongoing dialogue and stimulate students to view situations from multiple perspectives. In addition, giving the student teachers the opportunity to question themselves as well as experienced teachers allows these preservice teachers to explore more about the nature of teaching and learning and about the teaching profession. As a researcher and an educator, listening to the prospective

teachers provided me with some insights about their beliefs and thinking about teaching and learning and how they interpret their experience in terms of professional development. The opportunity to probe allowed me to gain some understanding of the preservice teachers' teaching experiences.

2. Journal Writing

Journal writing is considered an important component in inquiry-oriented programs (Zeichner & Liston, 1987). Journal writing can be used in introductory courses where students can write about what they have learned and raise questions and concerns about the material in their teacher education courses. In the practicum, preservice teachers are encouraged to keep a daily or regular record of their experiences, observations and decisions in the classroom settings. Their questions and concerns also can be included in the entries. Although journal writing did not happen to work throughout my study because the participants part-way through thought it was additional work for them, I perceive journal writing as a potentially valuable instrument that supports reflection. Likewise, Ross (1990) indicates that journal writing contributes to preservice teachers' growth towards critical analysis and reasoning. Further, journals provide faculty consultants and cooperating teachers with information about a student teacher's beliefs about teaching, concerns, and problems. Dialogue journals can also be used during the practicum. The supervisor and/or the cooperating teacher could read the journal and respond to the student teachers either in writing or during a discussion (Freiberg & Waxman, 1990). As a result, journal writing provides faculty and experienced teachers with a vehicle to challenge and support student's reflective

thinking. However, Ross (1990) refers to Copeland (1986) and argues that journal writing contributes to the development of reflection only when student teachers are directly taught techniques that will encourage thoughtful journal writing; for instance, what kind of questions to ask. In addition, it is essential that students receive considerate and meaningful feedback about the content of their entries.

3. Faculty Modelling

Faculty modelling plays a crucial role in nurturing reflective practitioners (Ross,1990). It is important that student teachers see the faculty engage in active reflection regarding their own teaching and encourage others to reflect on teaching (Grimmett, 1991). If we consider what Dewey (1933) has stated regarding the attitudes of reflective practitioners, the faculty should also attempt to show an attitude of open-mindedness, wholeheartedness, and willingness to accept responsibility for decisions and actions. In addition, Schön (1983, 1987) suggests that faculty can provide appropriate modelling of reflection by allowing students to question them about their source of knowledge and decisions, and demonstrate the strategies they use as skillful reflective practitioners.

4. Student Teacher Self-assessment Procedures

It is important for student teachers to be aware of their own effectiveness in order to become reflective. Preservice teachers need to have an accurate perception about their teaching performance. Koziol and Burns (1986) discovered that self-assessment procedures enhance teachers' ability and willingness to be reflective about

their classroom instruction. Student teachers' self-assessment is perceived to be self-critical and reflective about their teaching. In another word, self-evaluation is the time when one steps back and tries to reconsider teaching events with some naive curiosity and ask oneself some thoughtful questions: "How well did I use my teaching techniques? How did my techniques suit the goal I was trying to achieve? Which goals were worth emphasizing? What worked? What didn't work? Why?" Not only should student teachers try to answer these questions, but they can be invited, through interaction with these questions, to realize that no matter what their answers are, they can improve their teaching. Preservice teachers tend to review their teaching strategies as they answer self-evaluative questions. Oberg (1988) emphasizes that it is not always easy for student teachers to find the answers to these questions. However, if preservice teachers are educated about how to be introspective and open-minded, they could engage in reconsidering events from different perspectives and try to be sensitive to other points of view and possible alternatives. It is obvious that self-assessment is important to student teachers since it identifies their strengths and/or weaknesses, and provides satisfaction when they accomplish their teaching goals. In addition, through self-assessment, preservice teachers can provide reasons for their decisions in particular classroom situations. As a result, self-evaluation empowers prospective teachers to look for ways to make their teaching more effective and thus improve their teaching continuously (Oberg, 1988).

5. Supervisory Approaches

In my study, the three participants asserted the significance of supervision

to their professional development. Supervision is also seen as another strategy to "help student teachers become better reflective inquirers" (Houston & Clift, 1990, p.219). College supervisors and cooperating teachers have a crucial role to enhance preservice teachers' ability to think aloud about their teaching. Conferences with student teachers that follow classroom observation should take place in a way that allows the novice teacher to reflect about his or her own teaching practices. Conferences, as indicated by Zeichner and Liston (1987), are considered important learning opportunities for student teachers. Further, college supervisors and cooperating teachers can raise questions and issues which relate to specific teaching actions of student teachers. As a result, supervisors, cooperating teachers and student teachers have an opportunity to reflect on teaching events based on observation and the nature of teaching and learning. Moreover, supervisory conferences should include analysis and consideration of the preservice teachers' beliefs about teaching and learning, their intention prior to teaching the classes, and their actual teaching behaviour. Consequently, student teachers not only seek feedback about their own teaching, but they also learn to consider their own teaching practice from different points of view.

Supervisory approaches which allow the preservice teachers to think critically and search for possible alternatives to make their teaching better should be emphasized in supervising student teachers. Learning to reflect enables the prospective teachers to see beyond the immediate circumstances of their teaching situations. To promote the reflective practicum, Jackson and McKay (1993) suggest that faculty consultants assume the new role of university facilitators. As university facilitators, they provide assistance to school facilitators in developing learning experiences for student teachers in

classrooms and schools. In addition, the university facilitators serve as the reflective seminar leaders who assist student teachers in making sense of their practicum experiences and connecting theory and practice through reflection.

MacKinnon and Erickson (1988), based on Schön's "coaching models", emphasize the significance of the supervisors' roles in a reflective practicum. In terms of a "coach", Schön (1988) refers to a person who tries to help someone do something. Thus, a supervisor as a coach is considered a "helper" who is sensitive to the issues and concerns of becoming a teacher. In a reflective practicum, the supervisors assist, provoke, and encourage the prospective teachers to reflect on their own practice. The process includes engaging the novices to make explicit to themselves what they are seeing, how they interpret it, and how they might assess and respond to their interpretations.

The conception of reflection in the practicum setting is considered useful when the nurture of the dialogue between a student teacher and a supervisory teacher occurs in ways that facilitate reflection and development. MacKinnon and Erickson (1988) identify two major conditions necessary for establishing a reflective practicum. The most important condition is the ability of the supervisory teachers to "articulate and demonstrate a coherent perspective of teaching". This means that the supervisors should be able and willing to reflect on their own teaching as well as that of the student teachers. In doing so, both experienced and novice teachers attempt to make explicit some of the underlying beliefs and principles of the "appreciative system" that direct their own practice (p.133). The second condition for nurturing a reflective practicum is that of creating a climate of trust and willingness to reflect amongst student teachers

and supervisors. This condition is considered essential in that the prospective teachers have to be able to experiment in a "risk-free" environment as much as possible. The supervisory teachers must provide a climate that allows the preservice teachers to experiment and confront the diversity of classroom situations. In addition, the actual teaching practice and the inevitable mistakes should be discussed and regarded to be departure points for professional growth.

Third, is the area of developing collaborative relationships with schools. As previously stated, field settings are important to enhance professional growth of student teachers during the practicum. Also, in order to develop the ability to become reflective teachers, schools should provide a challenging and supportive environment. Therefore, careful selection and placement are important. In addition, constant communication with people in schools, for instance, school administrators, school staff, and cooperating teachers is essential. Developing collaborative relationships with schools will be explained and discussed in a following section.

Collaborative Partnerships as Opportunities for Continual Learning amongst Novice and Experienced Teachers

Through my inquiry, the emerging themes suggest that teacher education institutions and schools need to work collaboratively to promote student teachers' learning from their practicum experiences. According to the participants of this study, a reciprocal arrangement concerning the practicum amongst the institutions would enable them to learn more and grow professionally.

Collaboration is defined as "the joint efforts of the university faculty members

and public school to design and provide opportunities to improve teaching and teacher education" (Clift & Say, 1988, p.2). Collaborative partnerships vary in the degree to which participants are involved in the governance of the project and in the types of activities implemented.

In recent years the desirability of close and effective collaboration is a re-emerging phenomenon in order to explore ways to build bridges between the aspects of theory and practice. Zeichner (1992) indicates that "professional development schools" have emerged recently in many teacher education programs in North America in an effort to "create genuine collaboration" (p.296). Zeichner (1992) further explains that the movement to restructure the practicum and integrate it with inservice teacher education and school reform involves some major changes in the roles and responsibilities of people in the institution. A variety of models of collaborative partnerships have been initiated and conducted to improve teaching and teacher education (Clift & Say, 1988; Knight, Wiseman, & Smith, 1992; Winitzky, Stoddart, & O'Keefe, 1992; Zeichner, 1992).

The practicum as experienced by the three participants in my study was a collaboration in the "traditional preservice model" (Clift & Say, 1988, p.3) where the schools and college established agreements that provided field sites for student teachers to observe, assist in classroom activities, and teach. In order to create an atmosphere of learning for people involved in the practicum, a model of collaboration which incorporates many purposeful features of a teacher education program should be initiated by the teachers' college. Once the agreement concerning institutional responsibilities has been established, it is possible, then, to consider the curriculum and individual

participants. As Smith and Auger (1986) state "collaborating groups in teacher education partnerships need to feel that each has gained something from the joint effort" (p.6). Consequently, in addition to the purpose of facilitating classroom students' learning, collaborative partnerships need to emphasize the professional development of the preservice and inservice teachers and faculty staff.

Three phases of field experience should be organized through the collaborative process. In phase I student teachers are introduced to school settings, the social, cultural, and practical factors that affect the practice of teaching. During phase I, possibly the preservice teachers could learn techniques of inquiry, data collection and analysis which will enable them to identify problems that affect teaching and learning in classrooms. In phase II, student teachers take a more active teaching role in participating schools. They could be encouraged to discuss the problems they face in their classrooms and reflect upon their personal experiences. Preservice teachers should be able to define the problem as it relates to their experiences. In phase III, the students gradually have responsibility for full time teaching. They could be involved in examining their own teaching. Reflection and inquiry should be emphasized as a continual process. The supervisory system should have an impact on the development of teaching perspectives of preservice teachers. Providing consistent visits from college consultants and regular evaluations from cooperating teachers are perceived to be significant to the pedagogical development of prospective teachers, and various supervisory approaches should occur. A regular meeting between people who are involved in the practicum is essential in order to discuss the problems of the practicum procedures, review students' progress, and discover the possibility of applied research

in a teaching and learning situation.

For the benefit of school staff, teachers' colleges should contribute resources for administrators and teachers in schools in terms of providing new ideas, offering assistance to teachers, informing them about new trends in education, and encouraging teachers to share positive aspects of practice. Workshops or short-term inservice training events should be organized for experienced teachers. The content of such workshops should include curriculum and instructional design, subject matter discipline, and new educational technology. Experienced teachers from many schools would have the opportunity to interact with one another in order to exchange ideas, reflect on their teaching, and gain some pedagogical knowledge. Teaching, therefore, would not be perceived as an isolated experience. Having the opportunity to work with other professionals in an intellectually stimulating atmosphere may be perceived as motivating, and may stimulate self-awareness which in turn would lead to a renewal of enthusiasm and commitment to the profession (Takacs & McArdle, 1984).

For the college staff, the opportunity to work in the field provides a challenging opportunity to enhance excellence in teacher education. Faculty members could maximize their opportunity to work collaboratively on their study with experienced teachers and student teachers on various topics which relate to the process of learning to teach, including the development of pedagogical thinking, and the improvement of the teaching and learning conditions in the school. Therefore, the knowledge gained from collaborative inquiry would influence teacher education reform.

Teacher as a Kallayanamittr in Thai Society

In Thailand a good teacher is recognized as a "Kallayanamittr", a person who loves and cares and is willing to help children learn. A "Kallayanamittr" possesses various qualities, including caring, respectability, knowledgability, and enthusiasm about teaching and learning. In our society nowadays we need teachers who care for their students. My belief that the preservice teachers should be educated to the point of being a "Kallayanamittr" emerged from my work in this study. How could we develop caring teachers or "Kallayanamittr" in a teacher education program? The following are some suggestions for teacher education institutions.

Commitment to educate preservice teachers to become "Kallayanamittr" would begin with explicit acknowledgement of the importance of a teacher as a "Kallayanamittr" in the goals that guide a teacher education program. An important first step, then, is the development of a definition of a good teacher and criteria for considering what are the qualifications of a teacher as a "Kallayanamittr". Teacher educators should then work together to initiate a program based on that definition. Thus, the conceptions of a teacher as "Kallayanamittr" would be integrated throughout the program to create an environment that promotes an awareness of the qualifications of an ideal teacher.

A teacher educator should be a model of a "Kallayanamittr" to preservice teachers. It is important that students have opportunities to interact with caring teachers who are willing to listen, accept, and respond to them in order to enhance pedagogical thinking. In addition, student teachers should also have the chance to work closely with sensitive, responsive, and concerned classroom teachers during their practicum. In real

classroom situations preservice teachers should be able to observe how experienced teachers manage the classes and teach in ways that convey a "tone of teaching" (Van Manen, 1986, p.12). This modelling can become crucial to maintaining the mutually supportive atmosphere of the program.

During the practicum, student teachers could practice teach with an awareness of becoming a "Kallayanamittr" to the classroom students. Supervisory conferences would enable these preservice teachers to reflect on their beliefs about teaching and their teaching behaviour. In addition, self-evaluation and thoughtful feedback from college supervisors and cooperating teachers would provide a confirmation of the prospective teachers' teaching abilities.

There should be a continuity in the process of developing a teacher as a "Kallayanamittr" throughout and beyond the program. Teacher education should indeed be a lifelong developmental process. Preservice teacher education is perceived as the starting stage of developing a teacher as a "Kallayanamittr". Teacher educators should provide adequate time and space for interaction and open dialogues with students. It is important that college instructors gain the trust of their students and, reciprocally, that instructors believe and trust their students' thinking. Consequently, preservice teachers continue to learn and grow, and hopefully they become good teachers who are regarded as "Kallayanamittr". Furthermore, it is hoped that when our students of teacher education programs enter the teaching profession, they would become aware of a continuity of being a "Kallayanamittr" for their students in the real world of teachers.

Qualitative Research in Teacher Education in Thailand

In attempting to understand the development of teaching perspectives of preservice teachers during the final phase of their practicum, I chose qualitative inquiry as my research methodology. Various approaches to such inquiry allowed me to enter the world of my student teachers as they experienced the reality of teachers' lives. My role as a researcher was to seek information through the eyes of these insiders. Accordingly, being in the field for a period of 16 weeks with my participants coupled with many procedures, including repertory grid technique, self-characterization, classroom observations, personal interactions, formal interviews, and journal writing, I could make explicit what was implicit to my participants. The emergent themes suggested the development of, and factors contributing to, the teaching perspectives of the prospective teachers.

Within the complexity of the natural settings of the school and classrooms, I gradually became a good friend and unofficial consultant to the student teachers who were practice teaching in this particular school, specifically the participants in my study. Once I had gained the trust of the prospective teachers, their feeling of anxiety and concern, their expectations, joys, and disappointments were divulged to me. In addition, I often found myself providing the three preservice teachers with feedback after classroom observations. They seemed eager to compare my perception of their teaching performance with their own evaluation.

I value qualitative inquiry for enabling me to arrive at some "reasonable formulations and interpretations" (Guba & Lincoln, 1982, p.245). Classroom observations provided me with direct experience and they permitted me to record the

participants' simultaneous teaching behaviours within spontaneous classroom situations. Through my observations I could build upon both my tacit knowledge and propositional knowledge about the practicum and the teaching - learning process. The many interviews with my participants allowed me to have immediate contact with them. Accordingly, our dialogues enabled the preservice teachers to move backward as well as forward in time as they spoke of their memories of school and acknowledged their expectations or anticipations of the next day's events (Britton, 1970). Many interesting topics and issues were together explored in depth. The repertory grid technique was adapted in order to explicate the participants' personal belief about the teaching - learning process. The construction of personal knowledge was observed through the many conversations between the investigator and the three participants.

The emergent themes concurrent with the concerns of the student teachers in this inquiry suggest some issues to consider for the people who are involved in the practicum of preservice teachers in Thailand. One basic belief about professional learning which underlies the conception of the field experience in the program is the idea that student teachers will learn from such experiences. Without a careful examination of what occurs during student teachers' practice, teacher educators tend to assume that simply by placing the preservice teachers in the field, they will soon learn to act like teachers and become good teachers in the future. According to Kelly (1955), "...it is learning which constitutes experience" (p.172) and if our student teachers fail to reconstrue meaning from repeated events, they minimize the experiences. Congruent with my inquiry, even though the preservice teachers were placed in the school settings, that was no guarantee of their ability to grow and learn from the accumulation of their

experience through the process of the practicum.

For further research in the area of the practicum in a teacher education program, qualitative inquiry is suggested in order to discover more information about the field experience of student teachers. The study should be broadened to examine experiences of prospective teachers in different school settings and how student teachers in different major areas construct meaning from their field experience. In addition, a longitudinal study of preservice teachers' perspectives about teaching as they enter the program, as they move through a teacher education program, and as they finish student teaching might allow for a clearer perception of the development of their teaching perspectives. As teacher educators, we may become aware of the factors that contribute to the development of perspectives towards teaching of the student teachers in the program. Consequently, we could discover a direction to better guide a teacher education program to nurture and facilitate professional growth in our student teachers.

Concluding Statement

I began my study with doubts concerning the impact of the practicum experience on the development of teaching perspectives of student teachers. Through the research processes, not only have I gained a better understanding of the lifeworld of student teachers, but I also have discovered how student teachers make sense of their practicum experiences.

This inquiry reveals that there is a need for teacher educators to become aware

of "what" and "how" prospective teachers learn from their practicum experiences. As responsible teacher educators, this has important implications. We need to pay close attention to what preservice teachers experience during their practicum. We need to examine the quality of field experiences in which the prospective teachers are expected to learn and grow in the teaching profession. We ourselves need to inquire some vital questions. Have we instituted purposeful field experiences that best facilitate professional growth for student teachers? Have we prepared our students to learn from their practicum experiences? Have we educated our students to view the experiences as the beginning rather than the culminating point of their learning? Have we assisted them in ways that they can see beyond what they immediately want, or need to do in their classrooms? How can we make student teaching teacher education?

T. S. Eliot (1963), in **Little Gidding**, writes:

> We shall not cease from exploration
> And the end of all our exploring
> Will be to arrive where we started
> And know the place for the first time.
> (p.222)

Now that I have completed my investigation, I realize that this study is not an end in itself. Various questions constantly come to my mind, and thus, this inquiry has unlocked the world of student teachers and teacher education for more exploration.

References

Aitken, J.L., & Mildon, D. (1991). The dynamics of personal knowledge and teacher education. **Curriculum Inquiry,** 21(2), 141-162.

Amornvivat, S. (1992). **Sombat Thip Khong KarnSuksa Thai (2nd ed.).** Bangkok, Thailand: Chulalongkorn University Press.

Aoki, T.T. (1992). Layered voices of teaching: The uncannily correct and the elusively true. In W.F.Pinar & W.M.Reynolds (Eds.), **Understanding curriculum as phenomenological and deconstructed text** (pp.17-27). New York: Teachers College Press.

Applegate, J.H. (1985). Early field experiences: Recurring dilemmas. **Journal of Teacher Education**, 36(2), 60-64.

Applegate, J.H. (1986). Undergraduate students' perceptions of field experiences: Toward a framework for study. In J.D.Raths & L.G.Katz (Eds.), **Advances in teacher education** (Vol.2, pp.21-37). Norwood, NJ: Ablex.

Applegate, J.H. (1987). Early field experiences: Three viewpoints. In M.Haberman & J.M.Backus (Eds.), **Advances in teacher education** (Vol.3,pp.75-93). Norwood, NJ: Ablex.

Argryris, C. & Schön, D. A. (1982). **Theory into practice: Increasing professional effectiveness.** San Francisco, CA: Jossey-Bass.

Bandura, A. (1977). **Social learning theory.** Englewood Cliffs, NJ: Prentice-Hall.

Bannister, D., & Mair, J.M.M. (1968). **The evaluation of personal constructs.** London: Academic Press.

Barnes, D. (1977). **From communication to curriculum.** Harmondsworth Middlesex, England: Penguin Books.

Becker, H.S., Geer, B., Hughes, E.C., & Strauss, A.L. (1961). **Boys in white: Student culture in medical school.** Chicago,IL: The University of Chicago Press.

Belenky, M.F., Clinchy, B.M., Goldberger, N.R., & Tarule, J.M. (1986). **Women's ways of knowing: The development of self, voice, and mind.** New York: Basic Books.

Berlak, A.,& Berlak, H. (1981). **Dilemmas of schooling: Teaching and social change.** London: Methuen.

Beyer, L.E. (1984). Field experience, ideology, and the development of critical reflectivity. **Journal of Teacher Education,** 35(3), 36-41.

Bissex, G. (1986). On becoming teacher experts: What's a teacher-researcher? **Language Arts,** 63(5), 482-484.

Bissex, G.L. (1988). On learning and not learning from teaching. **Language Arts,** 65(8), 771-775.

Blumer, H. (1969). **Symbolic interactionism: Perspective and method.** Englewood Cliffs, NJ: Prentice Hall.

Bogdan, R.C., & Biklen, S.K. (1992). **Qualitative research for education: An introduction to theory and methods (2nd ed.).** Boston, MA:Allyn and Bacon.

Bolin, F.S. (1988). Helping student teachers think about teaching. **Journal of Teacher Education,** 39(2), 48-54.

Britton, J. (1970). **Language and learning.** London: Allen Lane The Penguin Press.

Brophy, J. (1988). Educating teachers about managing classrooms and students. **Teaching & Teacher Education,** 4(1), 1-18.

Brophy, J., & Evertson, C. (1978). Context variables in teaching. **Educational Psychologist,** 12(3), 310-316.

Bruner, J.S., & Rogers, C.R. (1971). Two critical comments on Kelly's psychology of personal constructs. In E.A.Southwell & M.Merbaum (Eds.), **Personality: Readings in theory and research** (2nd ed.,pp. 313-317). Belmont, CA: Brooks/Cole.

Buber, M. (1970). **I and Thou.** New York: Charles Scribner's Sons.

Buddhichiwin, N. (1985). **The effects of peers' feedback on the teaching competence of student teachers.** Unpublished master's thesis, Chulalongkorn University, Bangkok, Thailand.

Bullough, R. V. Jr. (1989). Teacher education and teacher reflectivity. **Journal of Teacher Education,** 40(2), 15-21.

Calderhead, J. (1988, October). The contribution of field experiences to student primary teachers' professional learning. **Research in Education,** 40, 33-49.

Calderhead, J. (1989). Reflective teaching and teacher education. **Teaching & Teacher Education,** 5(1), 43-51.

Calderhead, J. (1991). The nature and growth of knowledge in student teaching. **Teaching & Teacher Education,** 7(5-6), 531-535.

Calderhead, J., & Robson, M. (1991). Images of teaching: Student teachers' early conceptions of classroom practice. **Teaching & Teacher Education,** 7(1), 1-8.

Carter, K., & Doyle, W. (1987). Teachers' knowledge structures and comprehension processes. In J. Calderhead (ed.), **Exploring teachers' thinking** (pp.147-160). London:Cassell Educational Limited.

Carswell, R.J.B. (1988). Journals in a graduate curriculum course. **English Quarterly,** 21(2), 104-114.

Cazden, C.B. (1988). **Classroom discourse: The language of teaching and learning**. Portsmouth, NH: Heinemann.

Champatong, S. (1988, July). **Teacher education today.** Paper presented at the First Asia-Pacific Conference on Teacher Education: New directions for a changing world, Bangkok, Thailand.

Clandinin, D.J. (1985). Personal practical knowledge: A study of teachers' classroom images. **Curriculum Inquiry,** 15(4), 363-385.

Clandinin, D.J., & Connelly, F.M. (1986). Rhythms in teaching: The narrative study of teachers' personal practical knowledge of classrooms. **Teaching & Teacher Education,** 2(4), 377-387.

Clark, C.M., & Peterson, P.L. (1986). Teachers' Thought Processes. In M.Wittrock (ed.), **Handbook of Research on Teaching** (3rd. ed., pp.255-296). New York: MacMillan.

Clarke, A. (1991, February). **Student-teacher reflection in the practicum setting: The case of Sally.** Paper presented at the annual conference of the Western Canadian Association for Student Teaching, Regina, Saskatchewan.

Clift, R.T., & Say, M. (1988). Teacher education: Collaboration or conflict? **Journal of Teacher Education,** 39(3), 2-7.

Cohen, R.M. (1991). **A life time of teaching.** New York: Teachers College Press, Columbia University.

Cole, A.L. (1990). Personal theories of teaching: Development in the formative years. **The Alberta Journal of Educational Research,** 36(3), 203-222.

Collins Cobuild English language dictionary. (1991). **English language dictionary.** London: Collins Publishers.

Connelly, F.M., & Clandinin, D.J. (1985). Personal practical knowledge and the modes of knowing: Relevance for teaching and learning. In E. Eisner (Ed.), **Learning and teaching the ways of knowing: Eighty-fourth yearbook of the national society for the study of education** (pp. 174-198). Chicago, IL: The University of Chicago Press.

Cooper, J.E. (1991). Telling our own stories: The reading and writing of journals or diaries. In C. Witherell & N. Noddings (Eds.), **Stories lives tell: Narrative and dialogue in education** (pp. 96-112). New York: Teachers College Press, Columbia University.

Copeland, W.D. (1980). Affective dispositions of teachers in training toward examples of supervisory behavior. **Journal of Educational Research,** 74(1), 37-42.

Copeland, W.D. (1986). The RITE framework for teacher education: Preservice application. In J.V.Hoffman & S.A.Edwards (Eds.)., **Reality and reform in clinical teacher education** (pp.25-44). New York: Random House.

Cummings, C. (1983). **Managing to teach.** Edmonds,WA: Teaching

Daniel, D. (1991). **Teaching as hermeneutics.** Unpublished doctoral dissertation, University of Alberta.

Davis, L. (1985). **Caring for secondary school pupils**. London: Heinemann Educational Books Inc.

Denzin, N.K (1970). **The research act: A theoretical introduction to sociological methods.** Chicago, IL: Aldine Publishing Company.

Department of Teacher Education. (1988). **Teaching professional experiences.** Bangkok, Thailand: Kharn Sasana Press.

Department of Teacher Education. (1989). **Department of Teacher Education.** Bangkok, Thailand: Funny Press.

Dewey, J. (1933). **How we think.** Boston, MA: D.C.Heath and Company.

Dewey, J. (1938). **Experience and education.** New York: Macmillan.

Dewey, J. (1959). **Dewey on education.** New York: Teachers College Press, Columbia University.

Dobson, J. (1992). **The new dare to discipline**. Wheaton,IL: Tyndale House Publishers.

Doyle, W. (1986). Classroom organization and management. In M.C.Wittrock (Ed.), **Handbook of research on teaching** (3rd ed., pp.392-427). New York: MacMillan.

Duke, D.L. (Ed.). (1982). **Helping teachers manage classrooms.** Alexandria, VA: Association for Supervision and Curriculum Development.

Eisner, E.W. (1985). **The educational imagination: On the design and evaluation of school programs** (2nd ed.). New York: Macmillan.

Eliot, T.S. (1963). **Collected poems 1909 - 1962.** London: Faber and Faber.

Erdman, J.I. (1983). Assessing the purposes of early field experiences programs. **Journal of Teacher Education,** 34(4), 27-31.

Everett-Turner, L. (1984). **Towards understanding the lived world of three beginning teachers of young children.** Unpublished doctoral dissertation, University of Alberta.

Feiman-Nemser, S. (1983). Learning to teach. In L. Shulman & G.Sykes (Eds.), **Handbook of teaching and policy** (pp. 150-170). New York: Longman.

Feiman-Nemser, S., & Buchman, M. (1987). When is student teaching teacher education? **Teaching & Teacher Education,** 3(4), 255-273.

Feiman-Nemser, S., & Floden, R.E. (1986). The cultures of teaching. In M.C.Wittrock (Ed.), **Handbook of research on teaching.** (3rd ed., pp.505-526). New York: Macmillan.

Fontana, D. (1985). **Classroom control**. London: The British Psychological Society.

Fransella, F. (Ed.). (1981). **Personality: Theory, measurement and research**. London: Methuen.

Fuller, F.F. (1971). Intensive individualization of teacher preparation. In L.F.S. Natalicio & C.F. Hereford (Eds.), **The teacher as a person** (2nd ED., pp.1-26). Dubuque, IA: W.M.C. Brown Company Publishers.

Fuller, F.F., & Bown, O.H. (1975). Becoming a teacher. In K. Ryan (Ed.), **Teacher education, The seventy-fourth yearbook of the national society for the study of education** (Part II, pp.25-52). Chicago, IL: The University of Chicago Press.

Fulwiler, T. (Ed.). (1987). **The journal book.** Portsmouth, NH: Boynton/Cook Publishers.

Geertz, C. (1973). **The interpretation of cultures.** New York: Basic Books.

Gibson, R. (1976). The effect of school practice: The development of student perspectives. **British Journal of Teacher Education,** 2(3), 241-250.

Good, T.L. (1987). Teacher expectations. In D.C. Berliner and B.V. Rosenshine (Eds.), **Talks to teachers.** (pp.159-200). New York: Random House.

Good, T., & Brophy, J.E. (1984). **Looking in classrooms** (3rd ed.). New York: Harper & Row.

Good, T.L. & Brophy, J.E. (1987). **Looking in classrooms** (4th ed.). New York: Harper & Row.

Goodlad, J. (1982). Let's get on with the reconstruction. **Phi Delta Kappan,** 64(1), 19-20.

Goodlad, J. (1990). **Teachers for our nation's schools.** San Francisco, CA: Jossey-Bass.

Goodlad, J. (1990). Better teachers for our nation's schools. **Phi Delta Kappan,** 73(3), 185-194.

Goodman, J. (1984). Reflection and teacher education: A case study and theoretical analysis. **Interchange,** 15(3), 9-26.

Goodman, J. (1985). What students learn from early field experiences: A case study and critical analysis. **Journal of Teacher Education,** 36(6), 42-48.

Goodman, J. (1985). Field-based experience: A study of social control and student teachers' response to institutional constraints. **Journal of Education for Teaching,** 11(1), 26-49.

Goodman, J. (1988). Constructing a practical philosophy of teaching: A study of preservice teachers' professional perspectives. **Teaching & Teacher Education,** 4(2), 121-137.

Greene, M. (1988). Qualitative research and the uses of literature. In R.R.Sherman & R.B.Webb (Eds.), **Qualitative research in education: Focus and methods** (pp.175-189). Philadelphia, PA: The Falmer Press, Taylor & Francis Inc.

Greene, M. (1973). **Teacher as stranger.** Belmont, CA: Wadsworth Publishing Company.

Grimmett, P.P. (1991). Teacher planning, collegiality, and the education of teachers: A developmental integration of research-validated knowledge with practice. In L.G. Katz (Ed.), **Advances in teacher education** (Vol.2, pp.50-81). Norwood, NJ: Ablex Publishing Corporation.

Grimmett, P.P., Mackinnon, A.M., Erickson, G.L., & Riecken, T.J. (1990). Reflective practice in teacher education. In R.T.Clift, W.R.Houston, & M.C.Pugach (Eds.), **Encouraging reflective practice in education** (pp.20-38). New York: Teachers College Press, Columbia University.

Guba, E.G. (1979). Naturalistic inquiry. **Improving Human Performance Quarterly,** 8(4), 268-276.

Guba, E.G., & Lincoln, Y.S. (1982). Epistemological and methodological bases of naturalistic inquiry. **Educational Communication and Technology Journal,** 30(4), 233-252.

Guyton, E. & McIntyre, D.J. (1990). Student teaching and school experiences. In W.R.Houston, M.Haberman & J.Sikula (Eds.), **Handbook of research on teacher education** (pp. 541-534). New York: Macmillan.

Hargreaves, A. (1988). Teaching quality: A sociological analysis. **Journal of Curriculum Studies**, 20(3), 211-231.

Henderson, J.G. (1992). **Reflective teaching: Becoming an inquiring educator.** New York: Macmillan.

Hollingsworth, S. (1989). Prior beliefs and cognitive change in learning to teach. **American Educational Research Journal,** 26(2), 160-189.

Horowitz, M. (1965, August). **A Structure of elementary school education.** Paper presented to the Department of Elementary Education, The School of Education of Stanford University.

Houston, W.R. & Clift, R.T. (1990). The potential for research contributions to reflective practice. In R.T.Clift, W.R.Houston, & M.C.Pugach (Eds.), **Encouraging reflective practice in education: An analysis of issues and programs** (pp. 208-222). New York: Teachers College Press, Columbia University.

Hurt, H.T., Scott, M.D., & McCroskey, J.C. (1978). **Communication in the classroom.** Reading, MA: Addison-Wesley.

Iannaccone, L. (1963). Student teaching: A transitional stage in the making of a teacher. **Theory into practice,** 2(2), 73-80.

Jackson, P.W. (1968). **Life in classrooms.** New York: Holt, Rinehart and Winston, Inc.

Jackson, R.K., & McKay, R. (1993, June). **The university facilitator: An emerging focus in the reflective practicum.** Paper presented at the Canadian Society for the Study of Education Conference, Ottawa.

Janesick, V.J. (1979). **An ethnographic study of a teacher's classroom perspective: Implications for curriculum** (ERIC microfiche, ED 173 302). East Lansing, MI: Michigan State University, Institute for Research on Teaching.

Johnston, S. (1992). Images: A way of understanding the practical knowledge of student teachers. **Teaching & Teacher Education,** 8(2), 123-136.

Kagan, D.M. (1992). Professional growth among preservice and beginning teachers. **Review of Educational Research,** 62(2), 129-169.

Kagan, D.M., & Tippins, D.J. (1991). How student teachers describe their pupils. **Teaching & Teacher Education,** 7(5/6), 455-466.

Kelly, G.A. (1955). **The psychology of personal constructs** (Vol.1). New York: W.W.Norton.

Kelly, G.A. (1963). **Theory of personality: The psychology of personal constructs.** New york: The Norton Library.

Kelly, G.A. (1971). Man's construction of his alternatives. In E.A. Southwell & M. Merbaum (Eds.), **Personality: Readings in theory and research** (2nd ed., pp.293-305). Belmont,CA: Brooks/Cole.

Kitchener, K.S., & King, P.M. (1981). Reflective judgement: Concepts of justification and their relationship to age and education. **Journal of Applied Developmental Psychology,** 2, 89-116.

Knight, S.L., Wiseman, D., & Smith, C.W. (1992). The reflectivity-activity dilemma in school-university partnerships. **Journal of Teacher Education,** 43(3), 269-277.

Knowles, J.G. (1992). Models for understanding pre-service and beginning teachers' biographies: Illustrations from case studies. In I.F.Goodson (Ed.), **Studying teachers' lives** (pp.99-152). New York:Teachers College Press, Columbia University.

Koerner, M.E. (1992). The cooperating teacher: An ambivalent participant in student teaching. **Journal of Teacher Education,** 43(1), 46-56.

Kohl, H.R. (1976). **On teaching.** New York: Schocken Books.

Kounin, J. (1970). **Discipline and group management in classrooms.** New York: Holt Rinehart and Winston.

Koziol, S.M., & Burns, P. (1986). Teachers' accuracy in self-reporting about instructional practices using a focused self-report inventory. **Journal of Educational Research,** 79 (4), 205-209.

Lanier, J.E., & Little, J.W. (1986). Research on teacher education. In M.C.Wittrock (Ed.), **Handbook of research on teaching** (3rd ed., pp.527-569). New York: Macmillan.

Lehman, B.A. (1991). Practicing what we preach: A personal perspective on "knowing and doing" in university teacher education classes. **Action in Teacher Education,** 13(1), 22-27.

Limpichak, C. (1985). **A comparison of student-teaching problems of Bangkok Metropolis Teacher Colleges' students with different backgrounds.** Unpublished master's thesis, Chulalongkorn University, Bangkok, Thailand.

Lincoln, Y.S. & Guba, E.G. (1985). **Naturalistic inquiry.** Newbury Park, CA: Sage.

Long, J.D., Frye, V.H & Long, E.W. (1985). **Making it till Friday** (3rd ed.). Princeton, NJ: Princeton Book Company.

Lortie, D.C. (1975). **Schoolteacher: A sociological study.** Chicago, IL: The University of Chicago Press.

Lacey, C. (1977). **The socialization of teachers.** London: Methuen.

Mackinnon, A.M., & Erickson, G.L. (1988). Taking Schön's ideas to a science teaching practicum. In P.P.Grimmett & G.L.Erickson (Eds.), **Reflection in teacher education.** Vancouver, BC:Pacific Educational Press, The University of British Columbia.

MacKinnon, J.D. (1987). **Early childhood teacher education: Contextualizing and interpreting the student experience.** Unpublished doctoral dissertation, University of Alberta.

MacKinnon, J.D. (1989). Living with conformity in student teaching. **The Alberta Journal of Educational Research,** 35(1), 2-19.

McConaghy, J.A. (1991). **Teachers' stories and pedagogical insights.** Unpublished doctoral dissertation, University of Alberta.

McKay, R.A.B. (1990). **Children's construction of meaning in a thematic unit.** Unpublished doctoral dissertation, University of Alberta.

McNamara, D. (1991). Subject knowledge and its application: Problems and possibilities for teacher educators. **Journal of Education for Teaching,** 17(2), 113-128.

Methakunavudhi, P., Jarmornmarn, U. Yongkittikun, C. & Wacharapai, S. (1988). **Education for professional development (A research report).** Bangkok, Thailand: Chulalongkorn University, Faculty of Education.

Merriam, S.B. (1988). **Case study research in education: A qualitative approach.** Sanfrancisco, CA: Jossey-Bass.

Miklos, E.,& Greene, M.L. (1987). Assessments by teachers of their preservice preparation programs. **The Alberta Journal of Educational Research,** 33(3), 191-205.

Monte, C.F. (1980). **Beneath the mask: An introduction to theories of personality** (2nd ed.). New York: Holt,Rinehart and Winston.

Munby, H. (1983, April). **A Qualitative study of teachers' beliefs and principles** (ERIC microfiche, ED 228 215). Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Nias, J. (1986). **Teacher socialisation: The individual in the system.** Victoria, Australia: Deakin University.

Ngarmchat, C. (1986). **An analysis of problems in the management of field experiences for four-year student elementary major in teachers colleges.** Unpublished master's thesis, Chulalongkorn University, Bangkok, Thailand.

Noddings, N. (1984). **Caring: A feminine approach to ethics and moral education.** Berkeley, CA: University of California press.

Noddings, N. (1986). Fidelity in teaching, teacher education, and research for teaching. **Harvard Education Review,** 56(4), 496-510.

Noddings, N. (1991). Stories in dia ·e: Caring and interpersonal reasoning. In C. Withrell & N. Noddings (Eds.), **Stories lives tell: Narrative and dialogue in education** (pp.157-170). New York: Teachers College Press, Columbia University.

Oberg, A. (1988). Professional development through self-evaluation. In P. Holborn, M. Wideen, & I. Andrews (Eds.), **Becoming a teacher** (pp.186-195). Toronto, ON:Kagan and Woo Limited.

Pajares, M.F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. **Review of Educational Research,** 62(3), pp.307-332.

Patton, M.Q. (1990). **Qualitative evaluation and research methods** (2nd ed.). Newbury Park, CA: Sage Publications

Perry, C.M., & Rog, J.A. (1992). Preservice and inservice teachers' beliefs about effective teaching and the sources of those beliefs. **Teacher Education Quarterly,** 19(2), 49-59.

Phillips, H.P. (1965). **Thai peasant personality.** Los Angeles: University of California Press.

Pope, M.L., & Keen, T.R. (1981). **Personal construct psychology and education.** London: Academic Press.

Powell, R.R. (1992). The influence of prior experiences on pedagogical constructs of traditional and nontraditional preservice teachers. **Teaching & Teacher Education**, 8 (3), 225-238.

Pullias, E.V., & Young, J.D. (1977). **A teacher is many things** (2nd ed.). Bloomington, IN: Indiana University Press.

Rajaworamunee, Phra. (1975). **Teachers and teaching.** Speech prepared for Sunday School, Yannawa Temple, Bangkok, Thailand.

Richardson-Koehler, V. (1988). Barriers to the effective supervision of student teaching: A field study. **Journal of teacher education,** 39(2), 28-34.

Rogers, D., & Webb, J. (1991). The ethic of caring in teacher education. **Journal of Teacher Education,** 42(3), 173-181.

Ross, D.D. (1989). First steps in developing a reflective approach. **Journal of Teacher Education,** 40(2), 22-30.

Ross, D.D. (1990). Programmatic structures for the preparation of reflective teachers. In R.T.Clift, W.R.Houston, & M.C.Pugach (Eds.), **Encouraging reflective practice in education: An analysis of issues and programs** (pp. 97-118). New York: Teachers College Press, Columbia University.

Ross, E.W. (1987). Teacher perspective development: A study of preservice social studies teachers. **Theory and Research in Social Education,** 15(4), 225-243.

Ross, E.W. (1992). Critical constructivism and the use of knowledge about teaching. **Teacher Education Quarterly**, 19(2), 19-31.

Runcharoen, T., Nilagupta, S., Pibalsuk, P., Kanchanaplin, S., & Bunruangrod, D. (1982). **Research report on philosophy of teacher education: Thailand.** Unpublished report, National Development Education Centre, Thailand.

Ryan, K. (Ed.). (1975). **Teacher education: The seventy-fourth yearbook of the national society for the study of education.** Chicago, IL: The University of Chicago Press.

Salzillo, F.E. (1977). Student teaching and teacher education: A sociological model for change. **Journal of Teacher Education,** 28(1), 27-31.

Samiroden, W.D. (1993, March). **Varied approaches to professional growth in student teachers, cooperating teachers and university personnel during the final practicum.** Paper presented at the WestCast'93 Conference, Vancouver, British Columbia.

Sanders, D. & McCutcheon, G. (1986). The development of practical theories of teaching. **Journal of Curriculum and Supervision,** 2(1), 50-67.

Sapianchai, P. (1984). Teacher education in Thailand. In J.Yff (Ed.), **Innovations in teacher education: The pursuit of excellence** (pp.10-15). Washington,D.C.: The International Council on Education for Training.

Schön, D.A. (1983). **The reflective practitioner: How professionals think in action.** New York: Basic Books.

Schön, D.A. (1987). **Educating the reflective practitioner: Toward a new design for teaching and learning in the professions.** San Francisco: Jossey-Bass.

Schön, D.A. (1988). Coaching reflective teaching. In P.P.Grimmett & G.L.Erickson (Eds.), **Reflection in teacher education** (pp.19-29). Vancouver, BC:Pacific Educational Press, The University of British Columbia.

Schwebel, A.I., Schwebel, B.L, Schwebel, C.R. & Schwebel, M. (1992). **The student teacher's handbook** (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

Shapiro, B.L. (1987). **What children bring to light: A study of personal Orientation to Science learning.** Unpublished doctoral dissertation, University of Alberta.

Shapiro, B.L. (1991). A collaborative approach to help novice Science teachers reflect on changes in their construction of the role of science teacher. **Alberta Journal of Educational Research,** 37(2), 119-132.

Shulman, L.S. (1987). Knowledge and Teaching: Foundations of the new reform. **Harvard Educational Review**, 57(1), 1-22.

Shulman, L.S. (1987). The wisdom of practice: Managing complexity in medicine and teaching. In D.C.Berliner, & B.V.Rosenshine (Eds.), **Talks to teachers** (pp.269-386). New York: Randon House.

Sigel, I.E. (1978). Constructivism and teacher education. **The Elementary School Journal,** 78(5), 333-338.

Simmons, J.M., & Schuette, M.K. (1988). Strengthening teacher reflective decision-making. **Journal of Staff Development,** 9(3), 18-27.

Smith, S.D.,& Auger,K. (1986). Conflict or cooperation? Keys to success in partnerships in teacher education. **Action in Teacher Education,** 7(4), 1-9.

Spradley, J.P. (1980). **Participant observation.** New York: Holt, Rinehart and Winston.

Stones, E. (1984). **Supervision in teacher education: A counselling and pedagogical approach.** London: Methuen.

Strickland, D. (1988). The teacher as researcher: Toward the extended professional. **Language Arts,** 65 (8), 754-764.

Sumawong, N. (1973). Teacher education in Thailand. In A. Tapingkae & L.J. Setti (Eds.), **Education in Thailand: Some Thai perspectives** (pp.55-61) Washington, D.C.: U.S. Government Printing Office.

Tabachnick, B.R. (1989). Needed for teacher education: Naturalistic research that is culturally responsive. **Teaching & Teacher Education,** 5(2), 155-163.

Tabachnick, B.R., Popkewitz, T.S.,& Zeichner, K.M. (1979-1980). Teacher education and the professional perspectives of student teachers. **Interchange,** 10(4), 12-29.

Tabachnick, B.R. & Zeichner, K.M. (1984). The impact of the student teaching experience on the development of teacher perspectives. **Journal of Teacher Education,** 36(6), 28-35.

Takacs, C.P., & McArdle, R.J. (1984). Partnership for excellence: The visiting instructor program. **Journal of Teacher Education,** 35(6), 11-14.

Tagore, R. (1917). **Personality.** London: Macmillan Company.

Tannehill, D., & Zakrajsek, D. (1988). What can you expect from your cooperating teacher? **College Student Journal,** 22(1), 38-41.

Tardif, C. (1984). **On becoming a teacher: The student teacher's perspective.** Unpublished doctoral dissertation, University of Alberta.

Tardif, C. (1985). On becoming a teacher: The student teacher's perspective. **The Alberta Journal of Educational Research,** 31(2), 139-148.

Tardif, C. (1985). Beliefs of pre-service teachers : Implications for teacher education. **Teacher Education,** 27, 85-93.

Tardif, C. (1988). The development of perspectives towards teaching in the practicum. In P.Holborn, M.Wideen, & I.Andrews (Eds.), **Becoming a teacher** (pp. 38-48). Toronto, ON: Kagan and Woo Limited.

Thailand. Office of the National Education Commission. (1977). **The National Scheme of Education B.E.2520.** Bangkok: Author.

Tickle, L. (1987). **Learning teaching, teaching teaching: A study of partnership in teacher education.** Philadelphia, PA: The Falmer Press, Taylor & Francis Inc.

Turner, V.W. (1974). **Dramas, fields and metaphors: Symbolic action in human society.** Ithaca, NY: Cornell University Press.

Turney, C., Cairns, L.G., Eltis, K.J., Hatton, N., Thew, D.M., Towler,J.,& Wright, R. (1982). **The practicum in teacher education: Research, practice, and supervision.** Sydney:Sydney University Press.

Van Manen, M. (1986). **The tone of teaching.** Richmond Hill,ON: Scholastic.

Vorapassu, K. (1989). **A Thai appreciation of visual narratives.** Unpublished master's thesis, University of Alberta.

Vygotsky, L.S. (1962). **Thought and language.** Cambridge, MA:The M.I.T. Press.

Vygotsky, L. (1978). **Mind in society: The development of higher psychological processes.** Cambridge, MA: Harvard University Press.

Watana, B. (1989). **A proposed model for the management of professional experiences to foster positive attitudes towards the teaching profession of teachers college students.** Unpublished doctoral dissertation, Chulalongkorn University, Bangkok, Thailand.

Wax, R.H. (1971). **Doing fieldwork: Warnings and advice.** Chicago, IL: University of Chicago Press.

Weinstein, C.S. (1989). Teacher education students' preconceptions of teaching. **Journal of Teacher Education,** 40(2), 53-60.

Werner, W.H. (1977). **A study of perspective in social studies.** Unpublished doctoral thesis , University of Alberta.

Wildman, T.M., Magliaro, S.G., Niles, J.A., & McLaughlin, R.A. (1990). Promoting reflective practice among beginning and experienced teachers. In R.T.Clift, W.R.Houston, & M.C.Pugach (Eds.), **Encouraging reflective practice in education: An analysis of issues and programs** (pp.139-162). New York: Teachers College Press, Columbia University.

Wilson, S. (1977). The use of ethnographic techniques in educational research. **Review of Educational Research,** 47(1), 245-265.

Wilson, S.M. (1990). The secret garden of teacher education. **Phi Delta Kappan,** 72(3), 204-209.

Wilson, S.M., & Shulman, L.S, & Richert, A.E. (1987). "150 different ways" of knowing: Representations of knowledge in teaching. In J. Calderhead (Ed.), **Exploring teachers' thinking** (pp. 104-124). London: Cassell Educational Limited.

Winitzky, N., Stoddart, T., & O'Keefe, P. (1992). Great expectations: Emergent professional development schools. **Journal of Teacher Education,** 43(1), 3-18.

Wubbels, T. (1992). Taking account of student teachers' preconceptions. **Teaching & Teacher Education,** 8(2), 137-149.

Yates, J.W. (1981). Student teaching in England: Results of a recent survey. **Journal of Teacher Education,** 32(5), 44-47.

Yaxley, B.G. (1991). **Developing teachers' theories of teaching: A touchstone approach.** London: The Falmer Press.

Yinger, R. (1985). Journal writing as a learning tool. **The Volta Review,** 87(5), 21-33.

Zeichner, K.M. (1986). Individual and institutional influences on the development of teacher perspectives. In J.D.Raths & L.G.Katz (Eds.), **Advances in teacher education** (Vol.2, pp.135-163). Norwood,NJ: Ablex.

Zeichner, K. (1990). Changing directions in the practicum: Looking ahead to the 1990s. **Journal of Education for Teaching,** 16(2), 105-132.

Zeichner, K. (1991). Contradictions and tensions in the professionalization of teaching and the democratization of schools. **Teachers College Record,** 92(3), 363-379.

Zeichner, K. (1992). Rethinking the practicum in the professional development school partnership. **Journal of Teacher Education,** 43(4), 296-307.

Zeichner, K.M. (1993). Beyond inquiry-oriented teacher education: Rethink the practicum in North American teacher education. In L.Beauchamp, A. Borys, M. Iveson, & J. McClay (Eds.), **Crossroads and horizons in teacher education** (pp.1-21). Edmonton, AB: The Department of Secondary Education, The University of Alberta.

Zeichner, K.M., & Liston, D.P. (1987). Teaching student teachers to reflect. **Harvard Educational Review,** 57(1), 23-48.

Zeichner, K.M., & Tabachnick, B.R. (1981). Are the effects of university teacher education "washed out" by school experience? **Journal of Teacher Education,** 32(3), 7-11.

Zeichner, K.M., & Teitelbaum, K. (1982). Personalized and inquiry-oriented teacher education: an analysis of two approaches to the development of curriculum for field-based experiences. **Journal of Education for Teaching,** 8 (2), 95-117.